Exploring Liberating Achievement

Measures of success for EREA graduates

For discussion

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EDMUND RICE EDUCATION
AUSTRALIA

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Measures of success for EREA graduates

Introduction

On several occasions since 2020, Pope Francis has spoken on the theme of the need for a renewed global compact on education, a compact built upon an emerging awareness of the need for a universal fraternity as the only solution to our contemporary spiritual and material crises (Zani, 2022). Indeed, Catholic education only measures up to its ambition when it empowers young people to be collaborators in the project for the common good and the exercise of a positive anthropology of the human person founded on the principles of Christian love and solidarity, and an engagement with the whole world—to build a better world. This is the firm foundation of what success should be built upon in EREA's Catholic schools. Teaching and learning take place upon these foundations, in the context of the Edmund Rice charism and mission.

In 2022, EREA published its *EREA Learning Statement: Implementing liberating practice to co-create a better world*. The statement made explicit that liberating practice was "explicitly co-creating the learning conditions, dispositions and relationships to enable deep listening, confidence, agency and freedom" (p.2). By extension, the learning statement proposes that confidence, agency and freedom are the significant outcomes of an Edmund Rice education, gifts that an Edmund Rice school strives to provide every young person that it educates.

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Liberating achievement

"When excellence and improvement are viewed in a variety of ways and evidence of success is gathered, interpreted and celebrated holistically,

the learner is free to pursue a strengths-based learning pathway informed by high expectations and personal ambitions" (EREA, 2022, p. 6)

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The purpose of this paper is to inform the reader and stimulate creative discussion around possible measures of success for young people graduating from EREA schools. It seeks to problematise current measures, to explore alternatives, and to propose ways in which staff and learners can implement liberating practices which can be used to measure and communicate what young people have achieved in their schooling. Broadly defined and acknowledged measures of success will enable young people to graduate with confidence and capability to successfully navigate post school pathways.

This paper will explore contemporary thinking about schooling, particularly assessment for and of learning in Australia before identifying some current practices within EREA. It will provide suggestions on how schools can co-create liberating practices for measuring success that in turn can support all young people to flourish.

EREA's commitment to a liberating education

The EREA strategic directions document clearly marks the horizon direction of the organisation, in the service of young people:

> It is our ongoing quest to support the formation of over 38,000 children and young people, so that they "may have life and have it to the full" (John 10:10). The EREA Council, Board and Executive affirm their commitment to these directions and the ongoing transformation we must pursue in the next five years. This period will see the culmination of many courageous, ground-breaking and defining steps towards excellence, leadership and inclusion. (EREA, 2020, p. 1)

A discussion on the emerging educational discourse and research, both nationally and internationally, about what constitutes success at school, is timely. It provides a basis for re-examination of the systems and structures, ideas and influences upon which success at school is measured. Such a re-examination is consistent with the challenge identified by EREA school leaders themselves and articulated in the *EREA Liberating Education Research Report*:

> Teachers and Principals believe, and recent research indicates that, over time, attending to more holistic aspects of achievement—the physical, social and affective—is more likely to have greater educational and life benefits for individuals. (Shannon, 2020, p. 86)

The report offers findings and recommendations related to student outcomes at the end of schooling:

> Finding 14: A personalised and individualised school program that offers a diverse range of subject choices and pathways can prepare young people for an unknown future.

> Recommendation 14: Cater for the individual needs of students by providing pathways that are varied and will prepare young people for future job markets.

> Finding 20: Rich learning opportunities occur when young people are able to choose their learning program from a varied curricular program that emphasises growth and personal excellence.

> Recommendation 20: Provide all students with varied curriculum opportunities and pathways to allow for individual gifts and talents to be nurtured and celebrated. (Shannon, 2020, p. viii)

Redefining how success for all students is valued and measured is apposite to EREA's stated purpose of providing a relevant and liberating education for young people, assisting them to become hope-filled and lifelong learners. EREA's direction in reasserting the purpose of education is consistent with recent international focus on the critique of education systems that have "emphasized values of individual success, national competition and economic development to the detriment of solidarity, understanding our interdependencies, and caring for each other and the planet" (Futures of Education, 2021, p.11)

The direction proposed in the EREA *Liberating Education Research Report* and realised in the *EREA Learning Statement* is affirmed in the contemporary national discourse about the future of schooling, most recently in the *Looking to the future* report (The 'Shergold report'):

> We have to design our education system to prepare young people for their future rather than for our past. The interests of our students must be front and centre. We need to reconceive how they can best be prepared for employability in a fast-changing labour market and for active citizenship in a democratic society. (Shergold et al., 2020, p. 6)

EREA's commitment to a holistic education is also supported in the *Looking to the future* report.

The heavy focus on scholastic performance is seen by students to pay too little regard to the other skills and attributes that they require for successful adulthood. The general characteristics of students need to be given greater weight in the final years at school. The ATAR should be regarded as just one important measure of success. We need to educate for and assess the diverse learnings that make the whole person. We need to open doors, not narrow pathways. (Shergold et al., 2020, p. 6)

High stakes testing and the ATAR

It is questionable whether the current inordinate focus on high stakes testing at the end-of - schooling, which is then manipulated into a single score for tertiary entrance, is in the interests of *all* young people. Focus on the Australian Tertiary Admission Rank (ATAR) as the key metric for the measurement of school success ignores the fact that less than a third of all school leavers achieve university qualifications (ABS, 2021)[1]. Even for those school leavers who *do* attend university, the ATAR is increasingly irrelevant with the significant extension of early admission systems being undertaken by Australian universities (Pilcher & Torii, 2018), unleashed by the "major policy experiment" of uncapping university places following the 2008 Bradley Review (King & James, 2014, p.147).

Reflection - Rostrevor College

There is so much pressure on young people to aspire to the number that is "the ATAR"! In dialoguing with young people, it appears that the ATAR almost defines the level success of 13 years of schooling. The ATAR becomes somewhat of a popularity contest when it comes to University entrance – as we know, the ATAR required for many courses is simply a reflection of how popular the course is!

Schooling is so much more than the final ATAR, we are in the business of developing learners – learners that are going out into the world to make a difference. How can we better define this is schools?

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[1] While more than 60% of Australians have post-school qualifications (ABS, https://bit.ly/3pZknQG), only 31% hold a university Bachelor degree or above.

> ***As a leader and an educator, how do I respond to perceived prestige of the ATAR***:
>
> ***In Learning***
>
> - *We continue to have a responsibility to promote varied pathways – an ATAR and entrance into a University pathway shouldn't be the pinnacle.*
>
> - *We continue to celebrate the diversity of learning pathways our young people embark on*
>
> - *We create a shared vision and clarity around what a successful learner is*
>
> - *We define and name the skills or dispositions/characteristics we believe our young people need to successfully engage in learning – whatever that learning may be!*
>
> - *We explicitly teach the agree upon dispositions/characteristics to support learners during their time AT school and POST school*
>
> - *Above all thing I believe we have a responsibility to build COURAGE in learners. Learners that have the courage to take risks, the courage to fail and the courage to take pathways that suit them, and their individual needs.*
>
> ***In Wellbeing***
>
> - *I worry that the pressure to obtain an ATAR overshadows the importance of developing the skills and dispositions to be a "learner". I also worry about how this pressure impacts on the wellbeing of young people.*
>
> - *I think there is great opportunity for us to further connect learning and wellbeing, the idea that young people will "flourish post-school" resonates deeply with me.*
>
> - *I would like to further develop the interconnectedness of learning and wellbeing – we all know that learning doesn't happen if wellbeing is out of kilter.*

Figure 1 illustrates the basis of admission for commencing undergraduate enrolments. The data dates from 2016. Only 26% of undergraduate commencements received their admission to university based on their ATAR. What is perhaps even more important to note is that this figure of 26% is down from 35% just two years earlier, and this trend continues. Mainstream

schools continue to valorise the ATAR and high-stakes external testing at the end of secondary schooling. It is perhaps ironic that just as the phenomenon illustrated in Figure 1 is emerging, Queensland has introduced New South Wales/Victorian style high-stakes examinations exit credentialling. A further reason to question the legitimacy of high stakes testing as the primary means of measuring success at school can be found in reports of young people's unacceptably high levels of post-school stress and anxiety (FYA, 2018), levels which have been incrementally rising for over a decade (cf Carlisle et al, 2019). Mental health is second only to academic ability
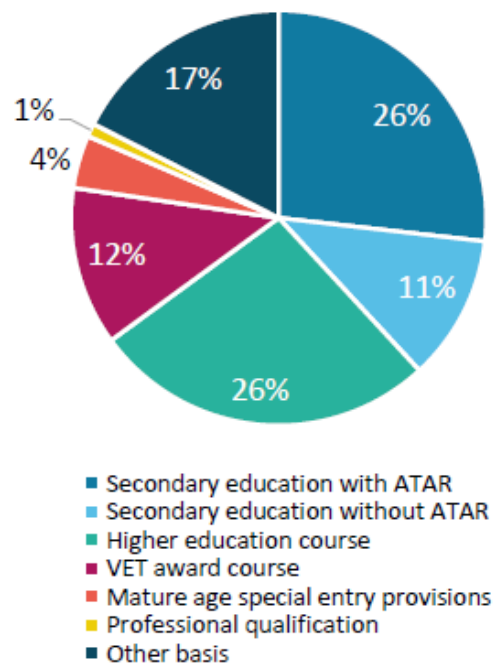

Figure 1: Basis of Admission for Commencing Domestic Undergraduate Enrolments 2016 (Pilcher & Torii, 2018, p.8).

as a key barrier to achievement of work and study goals for young people. It is worthy of note that while this reality exists for both males and females, the mental health barrier is twice as high for females compared to males (Carlisle et al, 2019, p. 22).

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On confidence

"If more of our boys were more comfortable with being congratulated for things they were good at, it would serve them well in their future life"

St Edmund's College Ipswich senior student

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Beyond the ATAR

The significant paper *Beyond ATAR: A proposal for change* (O'Connell et al., 2019) challenged the appropriateness of the ATAR to drive contemporary secondary schooling in Australia. In essence, it argues that a focus on a narrow corpus of traditional curricular, without strong focus on transferable skills, fails young people and does not provide the environment for *all* young people to thrive. Educators taking more time to reflect on transition between adolescent dependency and engaged and purposeful adult life is highlighted by the fact that "the most disengaged young people are likely to transition in and out of school, training and work up to fifteen times by the age of 25" (O'Connell et al., 2019, p.6), with five transitions being the average.

General capabilities

Recognition of the needs of young people to develop what the OECD described as twenty-first century skills was recognised in the years immediately prior to the turn of the century. Debate oscillated between the need for such skills to make young people more useful contributors to shifting economic realities and the need to realise more fully the purpose of schooling as the developing of young people into culturally literate adults who would be able to creatively take their place as contributive citizens in a rapidly changing and globalized world (OECD, 2005). In Australia, employability skills were championed by the Business Council and found their way into the *Adelaide declaration on national goals for schooling in the twenty-first century* (Education Council, 2014) and were reinforced in the *Melbourne declaration* (MCEETYA, 2008) and the *Alice Springs (Mparntwe) declaration* (COAG & Education Council, 2019) which followed it. At the other end of the spectrum, the purpose of schooling is seen to be an end in itself, not preparing young people for a future life, but providing them with a fulfilling life in the here and now, expanding not only their intellect but also their human heart (Francis, 2013). Understood this way, the purpose of schooling is to help young people to uncover and recognise their particular talents that, appropriately nurtured through the school experience, will influence their future happiness (Hattie & Larsen, 2020). This latter view of the purpose of schooling highlights the importance of broad school curricula and co-curricular programs which meet the broad interests of young people.

> ### Reflection - Wollemi Flexible Schools Network
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> *Over the course of 2022, the four schools (Mount Isa, Southport, Rockhampton, and Albert Park) within the Wollemi Flexi Schools Network in Queensland have embarked on a series of significant changes in their planning and reporting. The reasons for these changes are twofold. Firstly, increasing pressure from the accrediting body due to*
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legislative changes about reporting to the Australian Curriculum, and secondly, a growing appreciation of the need for intentional focus on transferable skills and reporting that celebrates young people's progress and provides information about their next steps. Success is measured through the recognition of growth based on learning outcomes that are relevant and future focused.

As well as being compliant with the current legislation of a 5-point scale against the achievement standards, schools are working towards reporting against the National Literacy and Numeracy Progressions and eight of the transferable skills described by the Human Capabilities Standards Framework. These eight capabilities are Creativity, Communication, Empathy, Cultural Awareness, Problem Solving, Collaboration, Digital Acumen and Customer Focus. The capabilities are built in a variety of contexts including Australian Curriculum learning areas within a pedagogical lens of the 8 Ways Aboriginal Pedagogy and the Five Dimensions Framework, Collaborative Problem Solving processes, and outdoor adventure based learning.

The shift from previous assessment and reporting models has triggered discussion around core pedagogical questions. An inherent clash is felt between current legislative requirements for reporting in Queensland and reflecting the success that young people define for themselves through personal learning planning processes. This is especially true when year level achievement standards are so closely aligned with age. How do we comply with legislation while building young people's identity as lifelong learners, with the capabilities to meet their aspirations and help set them up for success? Where does academic integrity sit in a personalised learning pathway within an individualised program? What does it mean to assess and measure the capabilities required for meaningful engagement in the workforce and in the community at large? How can assessment be done in a way that meets the impact of individual needs? How do we identify, measure, and recognise growth and success? How do we keep the experience and aspirations of our young people at the core of our work while balancing competing and clashing priorities?

The image below is a draft visualisation of our expression of a liberating education. To be read from the centre out.
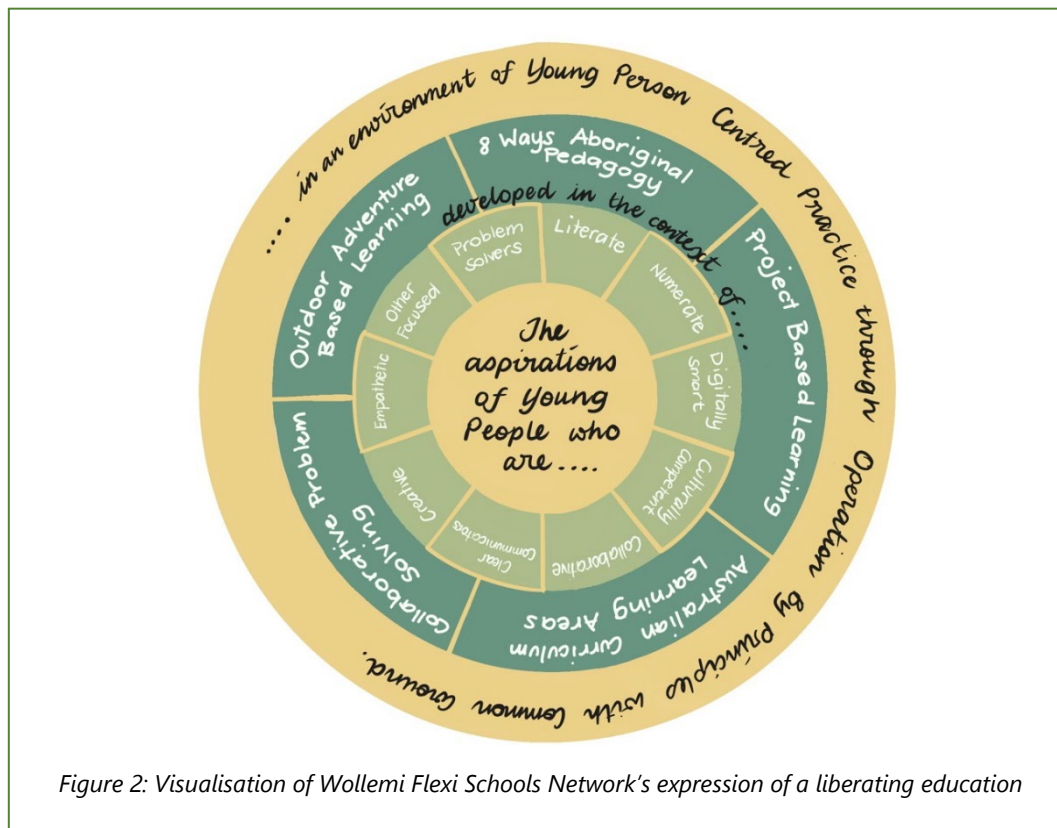
Figure 2: Visualisation of Wollemi Flexi Schools Network's expression of a liberating education

Today, most countries include capabilities in their education systems (Lucas & Smith, 2018). International interest in developing so-called twenty-first century skills is the context in which Australia saw the inclusion of the general capabilities in the national curriculum (Gilbert, 2019). Even though the general capabilities were largely well received in the school education community (Gilbert, 2019), teachers have not generally taken them to heart: they do not drive planning, or strongly influence teaching, or currently feature in reporting to parents and guardians about the achievements of students (Scoular & Care, 2018; Skourdoumbis, 2016). The ongoing recognition of the importance of general capabilities yet the lack of their integration into schooling is evidenced by reports that continue to be published encouraging their adoption and reporting (for example, Lucas & Smith, 2018; Scoular et al., 2020).

Internationally, universities have shown an interest in general capabilities. In Australia there has been a dramatic increase in non-ATAR pathways for university admission. It would be fair to say that mainstream schools are still catching up on the shift that has already occurred in university admissions.

On thinking

"If students could express the knowledge and skills they have through critical thinking, creative thinking, intercultural understanding, and so on, then I think they will be well on the way to transfer. If they can couple this with the ability to think about their own thinking and learning, and express this in discussions with teachers and peers, it would be a revolution in schooling."

Martin Westwell (2019, p.18)

Figure 3. The structure of the Australian Curriculum, including the seven general capabilities (http://bit.ly/2NmYcnF).

Entrepreneurial skills and confidence

Yong Zhao's work (2012) has highlighted the importance of entrepreneurial skills in western economies that have moved beyond the promise of reward for the middle classes through professional careers guaranteed by university matriculation. In the gig economy, developing skills that *generate* employment, rather than having a set of skills that *require* employment are of higher value.
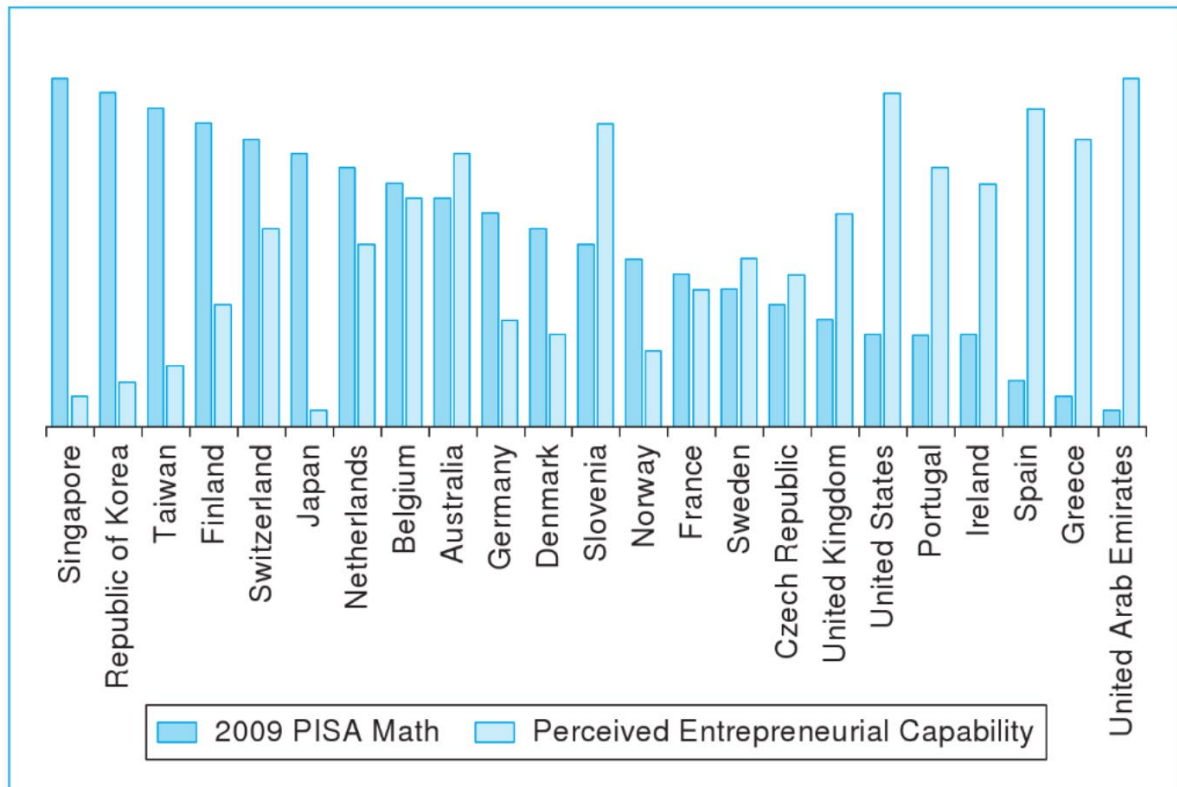
Figure 4: Ranking by PISA Math Score and Perceived Entrepreneurial Ability (Zhao, 2012, p.12).

What is evident in Figure 4, as Zhao points out, it that the kind of education systems at the extreme left of the diagram that are lauded in Australia as worthy of mimicking (Jensen, 2012), are precisely the societies where young people lack the confidence required to take risks needed in entrepreneurial endeavour. It is worth thinking of entrepreneurialism more expansively than in terms of establishing new businesses. A spirit of entrepreneurialism can be understood as a courageousness to take risks and explore new ideas and directions. If entrepreneurialism such as this were an outcome of schooling, it would be a gift to young people, who would be well equipped to give an account of themselves in fulfilling lives post-school.

Transferable skills

Numerous reports have identified that further work is needed to assist young people in the transition from senior secondary schooling into meaningful and substantive work lives (Bisson & Stubley, 2017; FYA, 2016; FYA, 2018). *Looking to the future* (Shergold et al., 2020) asserts that senior secondary graduates will need a broader and different mix of skills compared to previous generations, including stronger problem solving, communication and digital skills, as well as critical and creative thinking. They will also need the skills to navigate an increasingly complex range of options and pathways into further education and training (Shergold et al., 2020).

Figure 5: Accelerating Enterprise Skills (FYA, 2018, p.4-5).

The Foundation for Young Australians (FYA, 2018) significant longitudinal research which followed 14,000 young Australians aged 15 to 25 over ten years reveals many barriers in young people's transition from school to full time work (Figure 5). The study reported an average 2.6 years for young people to transition from leaving education to full-time work. Of the 60% of young Australians aged 25 who have a post-school qualification, 50% of them are unable to secure more than 35 hours of work per week. What the study also identified was that "building enterprise skills in education" accelerated young people into full-time, substantive work on average 17 months faster than might otherwise be the case. Young people who can build transferable enterprise skills, such as problem-solving, communication and teamwork through formal education can accelerate their transition to full-time work by 17 months. (FYA, 2018, p.19).

Reflection - St Brendan's College, Yeppoon

Our Teaching and Learning strategy here at St Brendan's highlights our responsibility to provide a learning experience that is not only tailored to each student but one that prepares them a realistic post schooling pathway. It's all about context, we are a school that where approximately 70% of our young people are pursuing a VET qualification pathway.

The College has entered into a Queensland Government initiative called Gateway to Schools Industry Program. The College has been successful in its application and currently is partnering with industry in Advance Manufacturing, ICT and Agribusinesses. Our purpose is to develop and sustain partnerships with industries to enable students to build and apply skills in real world contexts focused on utilisation of industry 4.0 and 5.0 technologies while also providing access to career education and pathway opportunities for post school employment.

Skills to thrive

Skills of adaptability, collaboration and analysis accompany a desire for occupational and digital skills in contemporary workplaces. Such skills are in keeping with an environment of ongoing structural change and emerging technologies. Digitally skilled workers, for example, are increasingly essential workforce participants. While currently about two in every three Australian workers apply digital skills in their work, this figure is expected to rise—both locally and globally—to greater than 90% in the next five years (Kidd, 2021, p.7). The need for schools to therefore embed digital skills in all aspects of school life is thus strongly evident.

It is not just tech-sector jobs that will require digital skills. The disruptive technologies of our age — social media, automation, artificial intelligence — are already changing the face of work, making some jobs disappear and resulting in emergent fields of work as yet not known, but appropriately prepared for through a focus on digital literacy for young people (Gallagher, 2019). The challenge for schools is that they have not changed their curriculum or their pedagogy with sufficient speed or intensity to match the radical changes to workforce realities that face young people (Whitby, 2019). A significant element of success for young people in schools is how well they are digitally literate to participate in, have agency in, and be ethical in, their contemporary world.
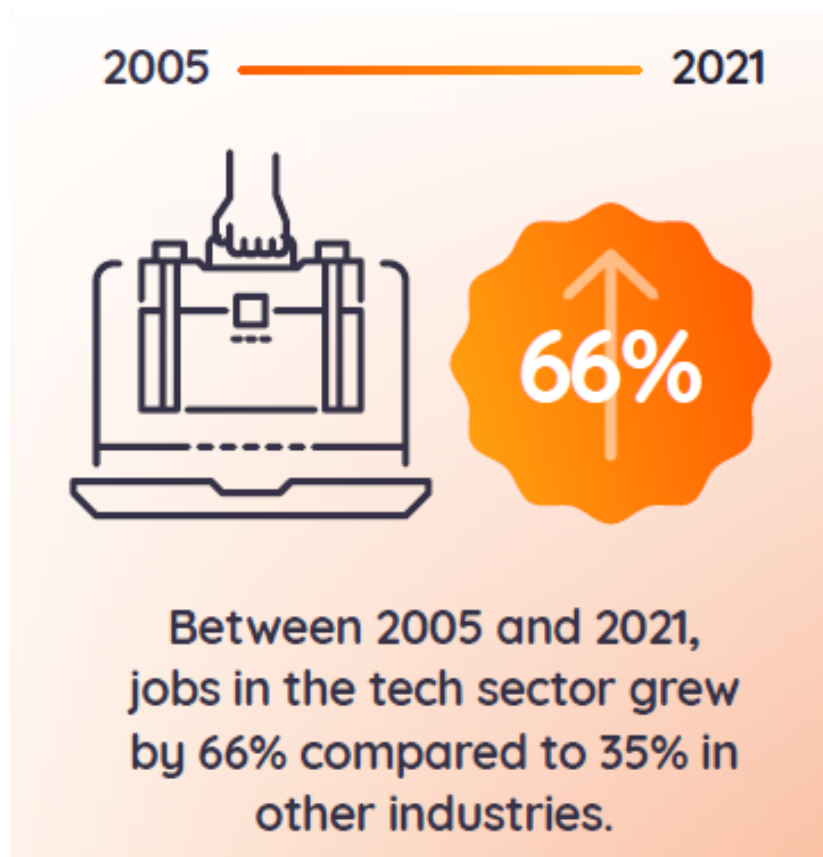
Figure 6: Digital Skills (Kidd, 2021, p.8)

Transferable skills are perceived in industry of higher value in the workplace than knowledge of the canons of traditional subjects studied in the typical high stakes exit examinations in jurisdictions around Australia. Ways of thinking and working, personal and social responsibility, cultural awareness and competence are characteristics more highly valued in business and industry today than knowledge of Shakespeare or the river systems cutting Australia's populated cities and towns (Care, Griffin & Wilson, 2018). A task for schools is to express the value of the canons not for their socialising value alone (Rorty, 1999), but for what they can contribute to developing the agency, confidence and freedom of young people. The canons seen and expressed in this way offer a complementarity and balance to the contemporary push for education as preparation for participation in a dynamic labour market.

Reflection - Aquinas College myFUTURE program

The Aquinas myFUTURE program leverages the lessons from remote learning and the need to provide our Senior students more direction for their lives beyond the College gates. Our students now enjoy a much more personalised education which will not only help them achieve entry to post-secondary education, but the skills to thrive within it. The program combines four days of face-to-face with one day of asynchronous learning allowing Aquinas College to liberate ourselves from the industrial model of education. Each week, classroom teachers design a vodcast which may consist of a weekly summary, preview of the week to come or normal direct instruction of a new concept for Friday's lesson. As this learning is online, not bound by a physical classroom nor bell times, students gain autonomy to make choice to broaden their learning opportunities through community partnerships. This has led to our ATAR students completing qualifications such as first aid, attending TAFE, completing internships or studying at university on a Friday, taking advantage of the asynchronous learning available to them.

As a part of the Aquinas myFUTURE program, the Aquinas College uniPATH program provides an enrichment opportunity for students with a direct link to either the University of Notre Dame Australia (UNDA) or the University of Western Australia (UWA). This program has two unique cohorts, those students who complete the Logos units with the University of Notre Dame Australia, and those who engage with the Cambridge International Project Qualification (IPQ).

Upon completion, Aquinas College uniPATH students have the capacity to achieve advanced standing at both UNDA and UWA for their completed units, whilst many partnering universities will also recognise and credit transfer successful completion of these two units of study. More importantly, the skills acquired through engaging with tertiary learning provide an enrichment experience that enhances their school-based courses of study.

As a complement to the uniPATH program, Aquinas myFUTURE provides an enrichment opportunity for Aquinas College students with a direct link to real world experience through our Internship partnerships. The asynchronous nature of our Aquinas myFUTURE blended learning model allows for the flexibility to conduct these Internships as an embedded element of a student's senior school journey. The Internship model is flexible in its nature, to meet the needs of our students and/or the provider.

Belonging

Most evidently in EREA Flexi schools, but perhaps no less in EREA Colleges, the imparting of a sense of belonging should be considered a significant measure of the success of schooling. In a secondary analysis of big data from Longitudinal Surveys of Australian Youth (LSAY), Thomas and Welters (2018) concluded that the sense of belonging engendered through schools significantly impacted on mental health and emotional wellbeing a decade out of school, with the concomitant greater capacity of young people to contribute to their community.

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On belonging

"Success broadly looks like a sense of belonging."

<div align="right">St Joseph's College Gregory Terrace senior student</div>

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We measure what we value

EREA schools currently and generally report on a small range of academic outcomes which young people in our school's experience. The richness of the skills and talents, attitudes and dispositions that young people bring to our communities has yet to be captured in our recording of young people's schooling outcomes. What do we currently record and celebrate formally of young peoples' spirituality, connectedness, collaboration, innovation, critical and creative thinking, and personal and social capabilities that they experience through immersions, enterprise skills, volunteering, sport and cultural events? It is telling that a 2021 Flinders University report on student disengagement in South Australian schools recommends—in critiquing the current design of mainstream schooling—that "young people benefit from head, heart and hands on learning and a curriculum that attends to what the world is calling for" (Bills & Howard, 2021, p.5).

At kindergarten parent-teacher meetings, adults exchange views about—and make on-balance professional judgements about—children's friendships, satisfaction with school, commitment to others, empathy, social skills, problem-solving, spiritual richness, engagement, love of learning, respectfulness, sense of justice, passion for something – anything! The same adult exchanges at senior secondary level have lost almost all—if not all—holistic reference to the young person who is the subject of the conversation. Instead, such conversations most frequently focus on the subject matter being studied and not the person studying it. If there is no attempt to capture or measure those aspects of the development of the young person which it is claimed are an important part of a Catholic schooling, then a just criticism can be leveled against the claim that such things are important when actions indicate that they are not. Support for the importance of such dimensions of the education of young people is evident in the contemporary direction of schooling under discussion in this paper.

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On measuring thinking

"We might have open-internet exams (like open-book exams but with the internet available alongside the exam paper), so that we can ask more "non-googleable" questions and not worry that the students do not have a crucial piece of information in their head."

<div align="right">Martin Westwell (2019, p.18)</div>

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Recent pilots in EREA schools exploring human capability skills:

- Through a process of action reflection, Queensland Flexi Schools Networks are developing learning and assessment practices that support and enable young people to build transferable skills for lifelong and life wide learning. Growth against the Human Capabilities Standards Framework is assessed through young people evidencing skills of collaboration, communication, creativity, cultural awareness, customer focus, problem solving, empathy, and digital smarts. Progress is achieved through a continuous cycle of young people providing evidence of skills, followed by collaborative evaluation and mentors giving feedback on the next steps for skill development. Young people are partners in the process and deepen their understanding and capacity through repeated cycles of *doing*. A current priority is on the development of a digital platform to mediate these cycles and produce the data to inform documentation such as a learner profile or skills badges. The credibility of any recognition of skill growth through such means as digital badges or micro-credentials is provided through the endorsement of industry partners. Relationships with employers, industry representatives, and NGOs including School Community Industry Partnership Service have been and will continue to be an integral part of the skill building and recognition process.
- Five Brisbane EREA schools are involved with microcredential badging through Griffith University. The program involves an international three day start up university program with a focus on enterprise skills. Students receive human capability badging through Griffith University to profile on their LinkedIn accounts. The badges are stored through https://info.credly.com/-

- Queensland Colleges and Flexis are developing industry links through gateway projects that will develop the validity of EREA microcredential badging and provide opportunities for work experience, traineeships and work opportunities for young people.

Figure 7: Measuring success is complex (Source: Kellie Stemp)

Possibilities

Research informs us that EREA school leavers need to be adaptable, flexible and confident so they can transition into employment and full participation of life for an ever-changing world. These skills will help graduates engage as active citizens in a democratic society. There is clear alignment between such research findings and EREA's aspirations for young people, identified in the EREA *Charter*, *Strategic Directions* and *Learning Statement*. What remains is creative and courageous operationalising of the aspirations of these documents in the school setting in ways that move beyond traditional school curriculum offerings and in the way success is defined and reported.

The decline of the importance of the ATAR is a reality but has yet to be responded to by most schools (Milligan et al., 2020). The challenge for schools is to reimagine and challenge current systems, processes and practices to enable the development, capture, acknowledgement and celebration of the broad range of skills and talents, dispositions, and attitudes EREA schools do foster. The direction to achieve this is made clear in the EREA Learning Statement in its call for schools to "live Jesus' radical message of love, inclusion, possibility and hope" (EREA, 2022, p.2). This is best achieved through the development of systems where student voice, freedom and agency are embedded through co-learning and curriculum design.

EREA can influence what a secondary education learner profile should measure in its own and other schools. EREA should also provide guidance and influence in extending the concept of industry-recognised microcredentialling, prioritizing the bridging of the digital divide to remove barriers to access and affordability. For example, mobile device solutions to the building of microcredentialling and portfolio building might be considered. EREA must use its liberating voice in setting a national direction in relation to the eight outcomes expressed in the Shergold report which ensure young people develop agency so they can participate and advocate for a better world.
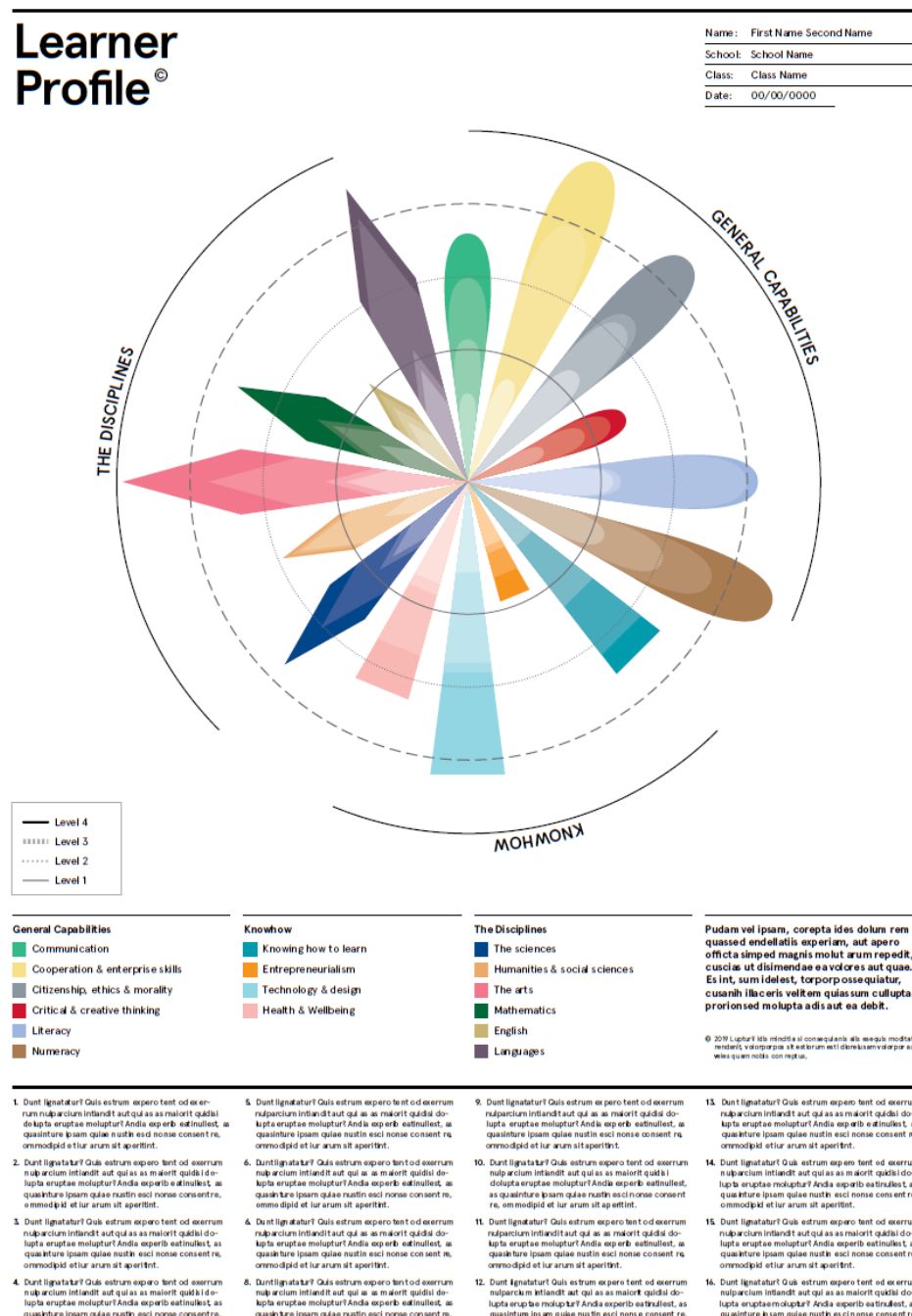

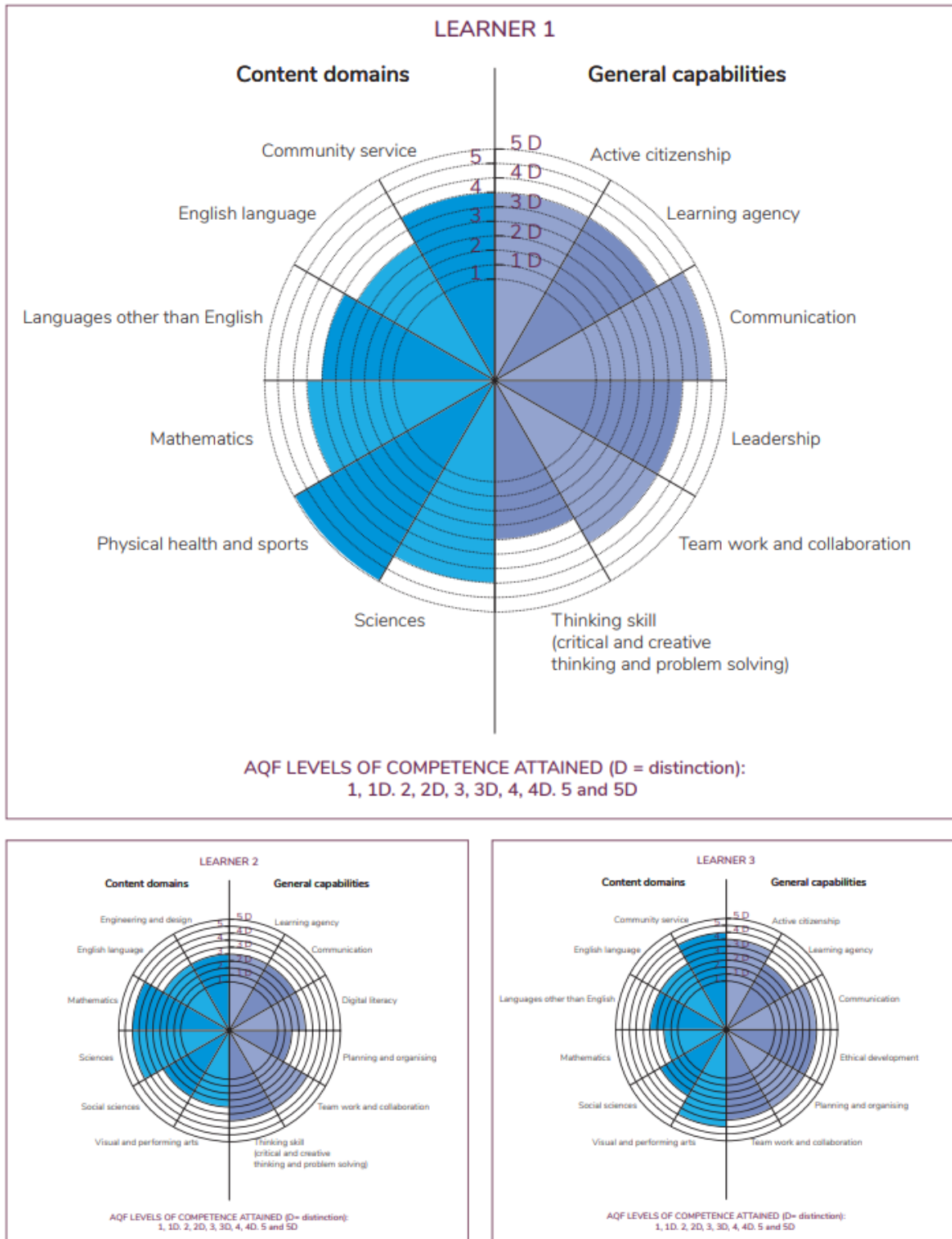*Figure 8: Learner profile example (Milligan et al., 2020, p.24).*

Figure 9: Learner profile example (Milligan et al., 2022, p.25).

Aspirations for success for all

The following prompts are intended to encourage discussion of what might be required in EREA schools to develop a more inclusive education that ensures success for all young people.

1. All young people will leave with essential skills (soft, transferable, human capabilities, employability, creativity, financial, civic understanding and entrepreneurial).
    Two examples of frameworks to capture these skills are *The human capability framework* matched against the *Australian qualifications framework*, or the ACARA general capabilities.
2. All young people leave with a learner profile, unique to each school environment and co-designed with young people/industry connections/stakeholders. Example of a next-practice learner profile is illustrated above (Figures 8 & 9).
3. All pathways will be equally respected, with the understanding that young people are building skills for their digital portfolio.
4. All young people will benefit from informed decision making through appropriate career education for young people as well as parents, carers and staff.
5. All schools will have strong partnerships with the work/study destination partners of their students.
6. All young people will be the key builders of their own education experience and portfolio as a part of their journey through secondary school.
7. All young people will be provided with equal opportunities for success through the provision of offerings that build their confidence, agency and freedom.
8. EREA will advocate for young people through government and other agencies for the achievement of each of the aspirations outlined in 1–7, as well as ensuring the alignment of its own policies and procedures.

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Edmund Rice Education Australia offers a liberating education, based on a gospel spirituality, within an inclusive community committed to justice and solidarity

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