The Effort Is The Point for Future Learning

Blackwood High School
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Why Future Learning - The Opportunity?

BLACKWOOD HIGH SCHOOL

Our Strategy for Public Education in South Australia

- Freedom and trust to respond to our context
- Deliberate priorities for maximum impact

Learning in an AI Era

- AI is reshaping learning, teaching and assessment
- Use AI as a **collaborator**, not a substitute for thinking
- Strengthen critical thinking, metacognition and self-regulation.

Preparing Students for the Future

- Foster knowledge and skills to succeed and thrive
- Cultivate confidence and resilience
- Prepare students to know what to do when they don’t know what to do.

Our Journey - From Strategy to Practice

BLACKWOOD HIGH SCHOOL

Understanding our context

- Engage with the community to identify AI opportunities and challenges

Prioritising for Impact

- Align Future Learning with strategic priorities for maximum impact

Think Big – Act Small

- Build capability through small, deliberate actions, learning sprints and continuous refinement.

Align for Consistency

- Connect curriculum, pedagogy, assessment, AI, professional learning and school systems to create a coherent whole-school approach.

Overview

- How is Blackwood High School supporting Effective Learners in the AI era, where cognitive effort is the point?
- We want teachers to focus on ***task redesign*** and avoid wasting their time being the "AI detective"
- A whole-school approach to 'Future Learning' Learning Design, Assessment and Moderation (LDAM) has been central to success.

Fist to Five - group gauge

1. **Read statement**
2. **Turn-and-talk (30 seconds)**
3. **All to respond with a Fist-to-Five**

Where do you stand on the continuum for each question?

Strongly Disagree Strongly Agree

Statement 1

AI usage is prevalent and we feel somewhat powerless to ensure student use is for learning.

Strongly Disagree Strongly Agree

Statement 2

Students are offloading their thinking too much to AI: but only in some subject areas.

Strongly Disagree Strongly Agree

Statement 3

The solution to prevent AI offloading is easy:
- explain ethical AI use to students
- use detection tools like Turnitin or tracked documents to stop them going too far.

✊----1----2----3----4---- 🖐

Strongly Disagree Strongly Agree

We are at ***strongly disagree*** for all statements.

1. AI usage is prevalent ~~and we feel somewhat powerless to ensure student use is for learning.~~
2. Students are offloading their thinking too much in ~~many~~ **all** subject areas
3. The solution to prevent AI offloading is **not** ~~easy~~: ~~explain ethical AI use to students and use detection tools like Turnitin or tracked documents to stop them going to far.~~

There is **No Silver Bullet**

BUT

We have some experience working on a whole-school approach to “Future Learning”

What is **Future Learning?**

What is **Future Learning?**

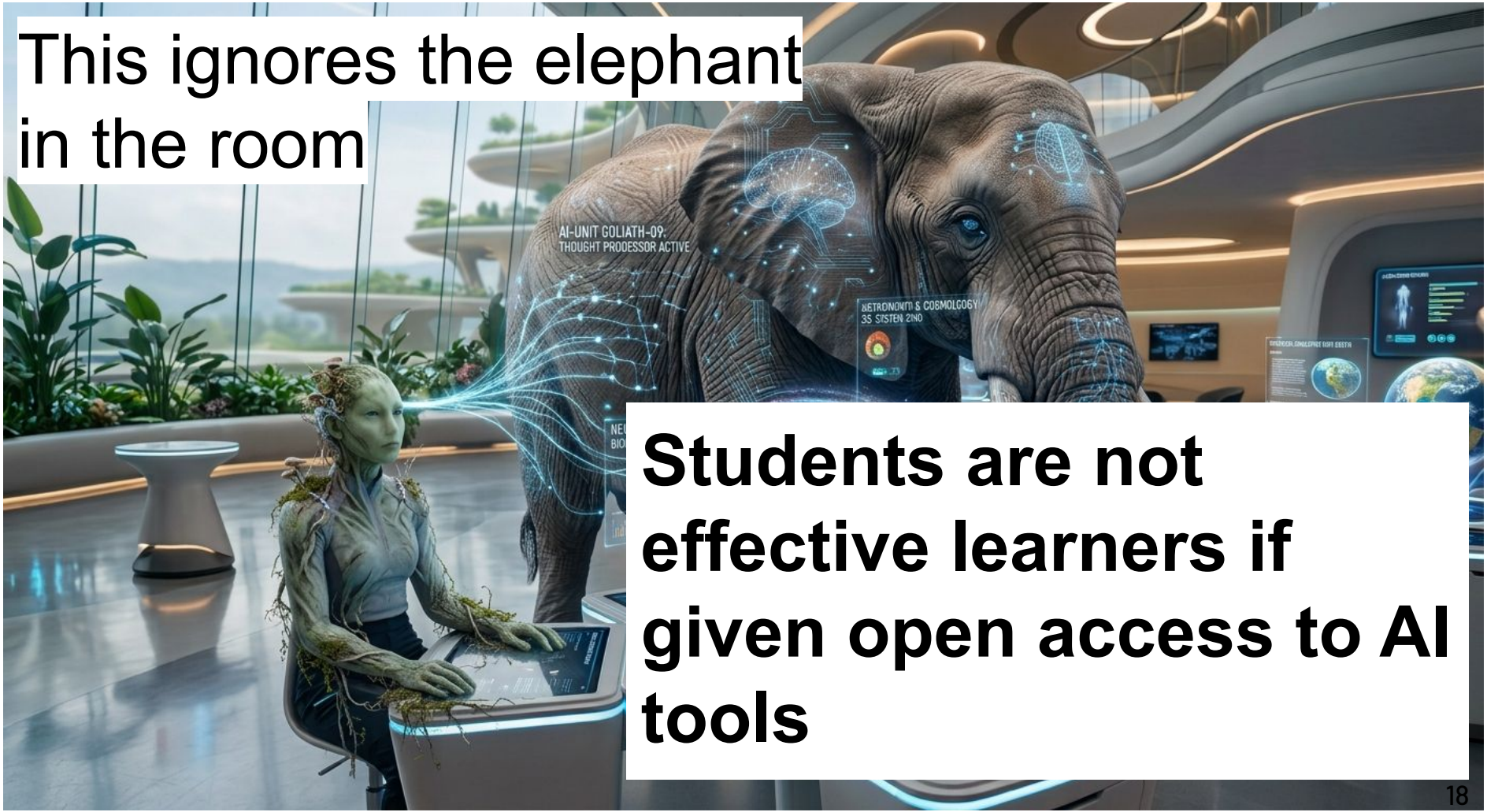
Effective ‘future’ learners will need to know how to use AI as a collaborator.

This ignores the elephant in the room

Teachers know that open access to AI tools offloads or outsources thinking such that learners are not effective.

- *Desirable difficulties* (Robert Bjork)
- *Productive struggle* (Dylan Wiliam)
- *Memory is the residue of thought* (Daniel Willingham)

This ignores the elephant in the room



Students are not effective learners if given open access to AI tools

Which one is more important?

Effective ‘future’ learners will need to know how to use AI as a collaborator.

Students are not effective learners if given open access to AI tools

The Effort Is The Point

"…most people don't like mental effort. So, they delegate some of that effort to the AI.

In general, I am in favor of delegating tasks to AI, but education is different - the effort is the point."

- Ethan Mollick

Associate Professor, Co-Director, Generative AI Labs at Wharton, University of Pennsylvania
https://open.substack.com/pub/oneusefulthing/p/post-apocalyptic-education (Aug 2024)

No more ‘AI Detectives’

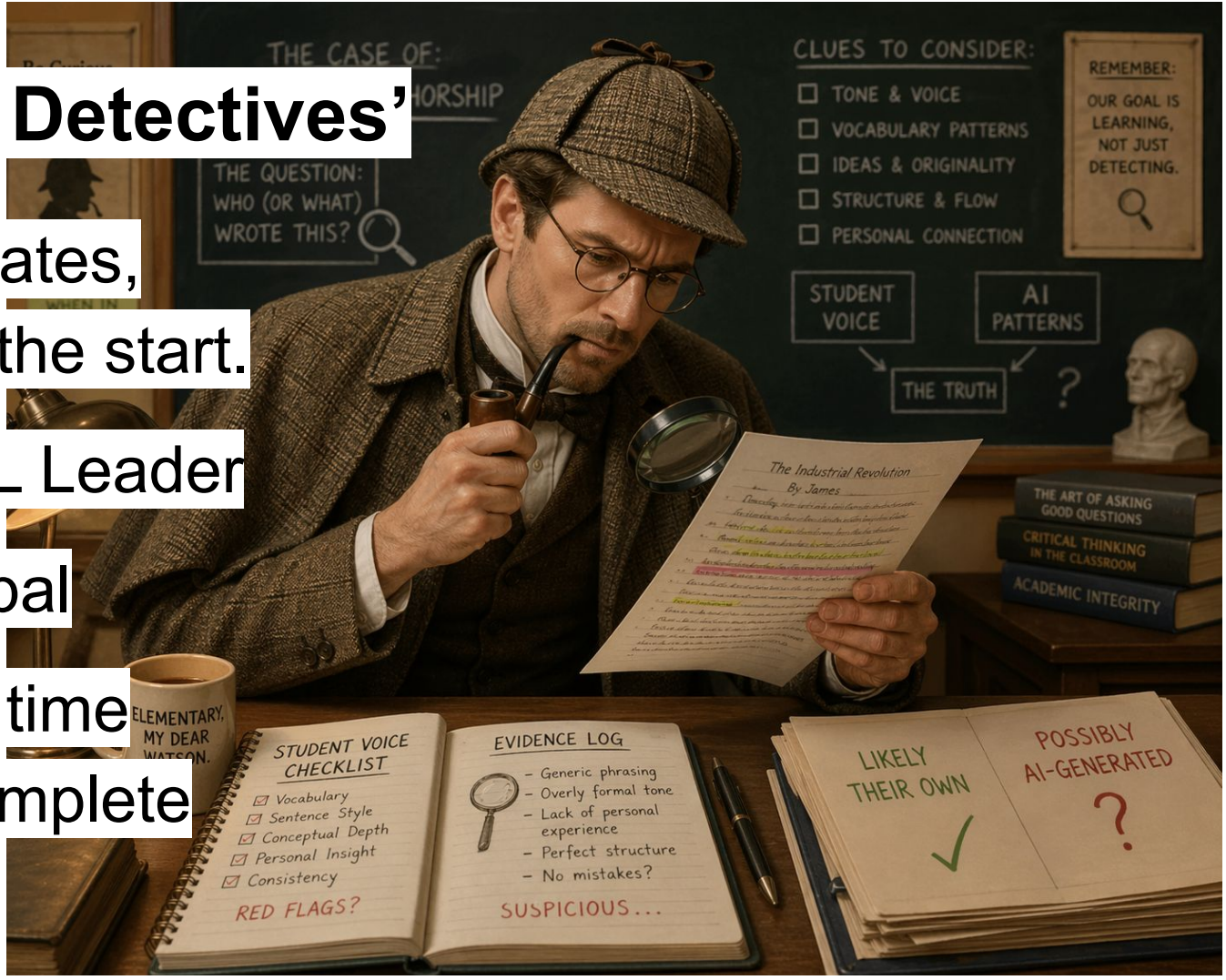
No more ‘AI Detectives’

Teacher investigates, detection is just the start.

→ Curriculum/YL Leader

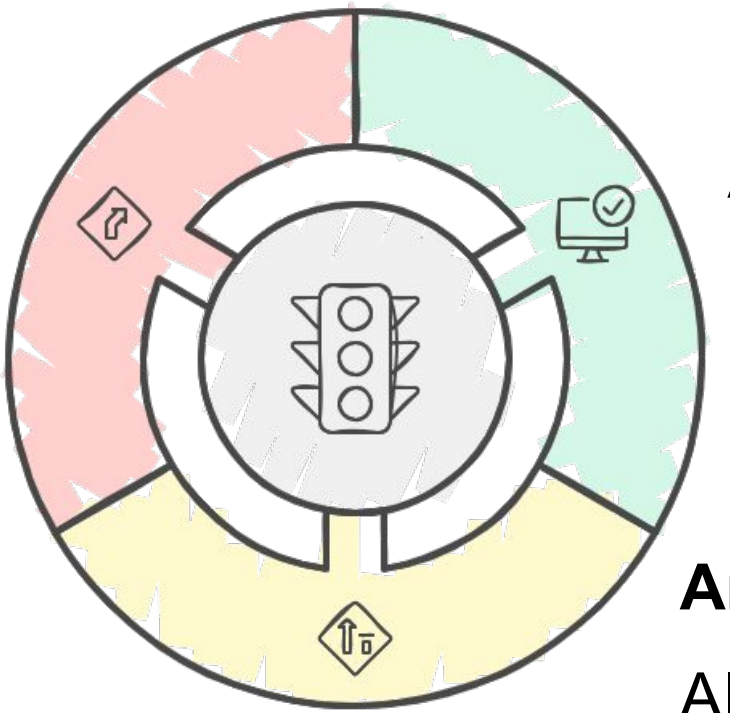
→ AP/DP/Principal

Where does the time come from to complete this new work?



Red light

Activities with ***strict AI limitations and supervision***



Green light

AI as a collaborator recommended

Amber light

AI could be used, but not required.

Our focus: ~~detection~~ Assessment & Learning redesign

Focus on Assessment Conditions, not just a Due Date

- Layered ‘red-light’ assessment conditions that verify student work and promote cognitive effort throughout the task.
- Moving away from the 1,000+ word essay submitted on the LMS to smaller, chunked tasks.
- A variety of task modes: lockdown browser, on-paper, documented interview, annotated draft, etc.

Submission of Work Policy - Assessment Conditions

Rationale

All learning at Blackwood High School is valued. Assessment tasks are the primary means for students to demonstrate their learning and understanding. Teachers will specify the assessment conditions for each task. Students will follow assessment conditions demonstrating that the work submitted is their own.

Assessment conditions may include the use of:

- in-person supervised activities,
- lockdown browsers,
- student workbooks,
- shared online documents,
- multimodal elements,
- and/or final Daymap submission by the due date (if relevant to the task).

- Teachers are responsible for creating and communicating task conditions which allow students to verify their work as their own. This may include layered assessment conditions and components to be completed in-person with limited access to resources.

Complementary Activities

- Explaining student ethical use of AI, effective prompting, different AI tools.
- Teacher training to use AI to be more efficient

We have supported with some of this, with EdChat, in smaller teams.

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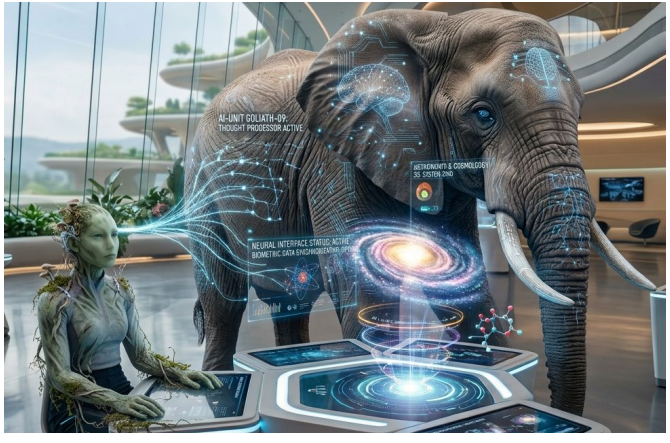
- Teacher training to use AI to be more efficient

We have supported with some of this, with EdChat, in smaller teams.

The elephant in the room must be dealt with first.



How have we implemented this transition?

This is demanding work: redesigning learning that is no longer fit for purpose.

Work started in 2024, with Curriculum Leaders.

Not a working group or small team: whole-school priority.

How do we ensure staff have collective ownership and buy-in and that this isn’t yet another new school priority?

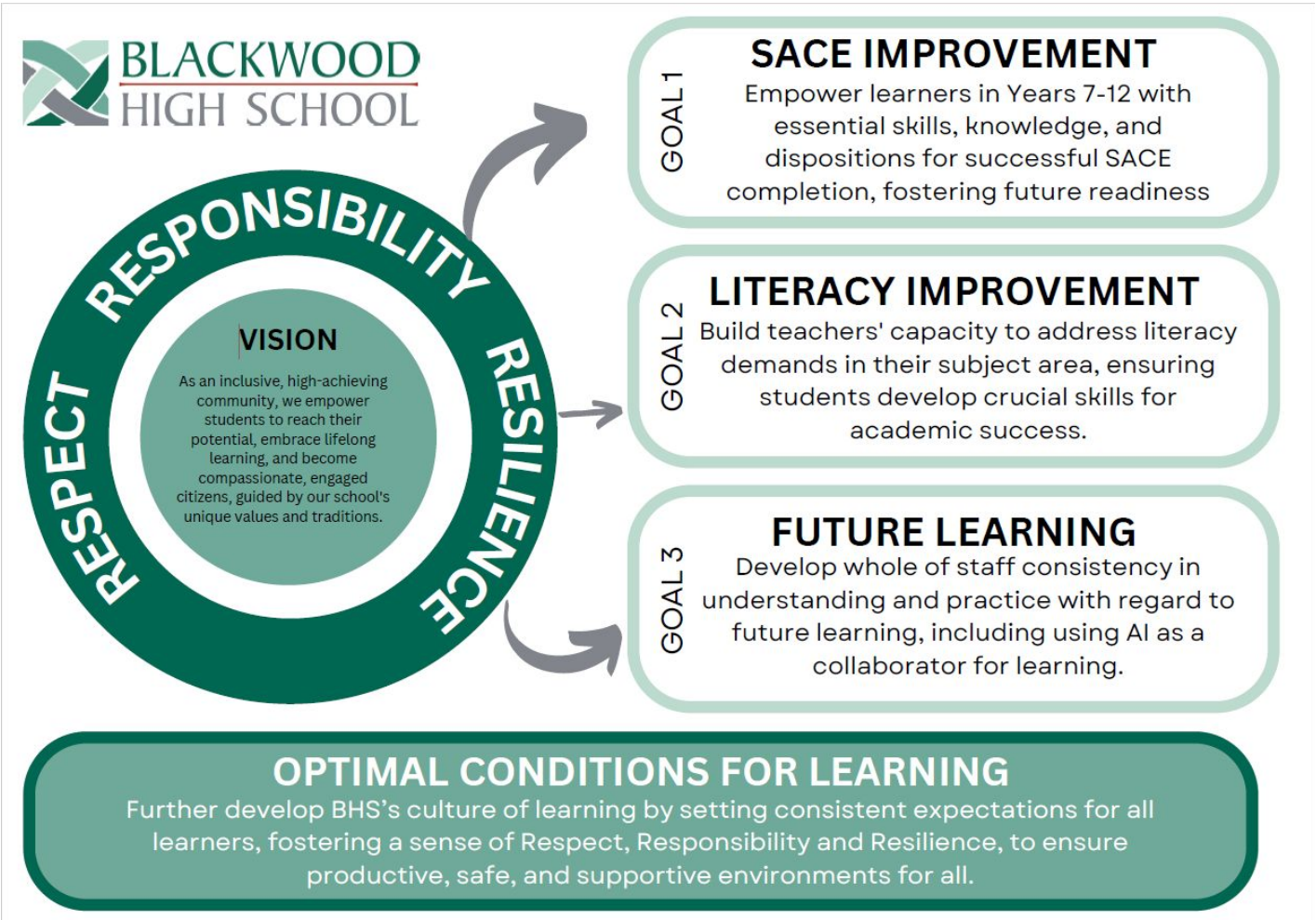

nd achieve
Curiosity
Creativity
Meaning making
Metacognition and self-regulation
Effective learners

Future Learning is a whole-school priority

Aligned with:

- Site Learning Plan, Curriculum Learning Plans
- Student Free Day and Staff Meeting Professional Learning
- PDP conversations
- Collaboratively planned unit planners
- Submission of Work Policy
- Our SACE improvement agenda
- Pulse Checks - are we on track and making a difference?

2025 Site Learning Plan



Refinement of SLP

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Practitioner Inquiry

How might we build ***effective learners*** through Learning Design, Assessment and Moderation (LDAM) to develop students that Thrive, Prosper, Learn and Achieve?

Focus is on the next phase of contemporary classoom practice:

Literacy strategies are explicit

Explicit teaching of literacy strategies for students to communicate and thrive in a dynamic future

The Effort is the Point

Learning design strategies to maximise human effort and support self-regulation

Purposeful use of Technology

Technology, including generative AI, used as a collaborator to enhance learning

OPTIMAL CONDITIONS FOR LEARNING

Further develop BHS's culture of learning by setting consistent expectations for all learners, fostering a sense of Respect, Responsibility and Resilience, to ensure productive, safe, and supportive environments for all.

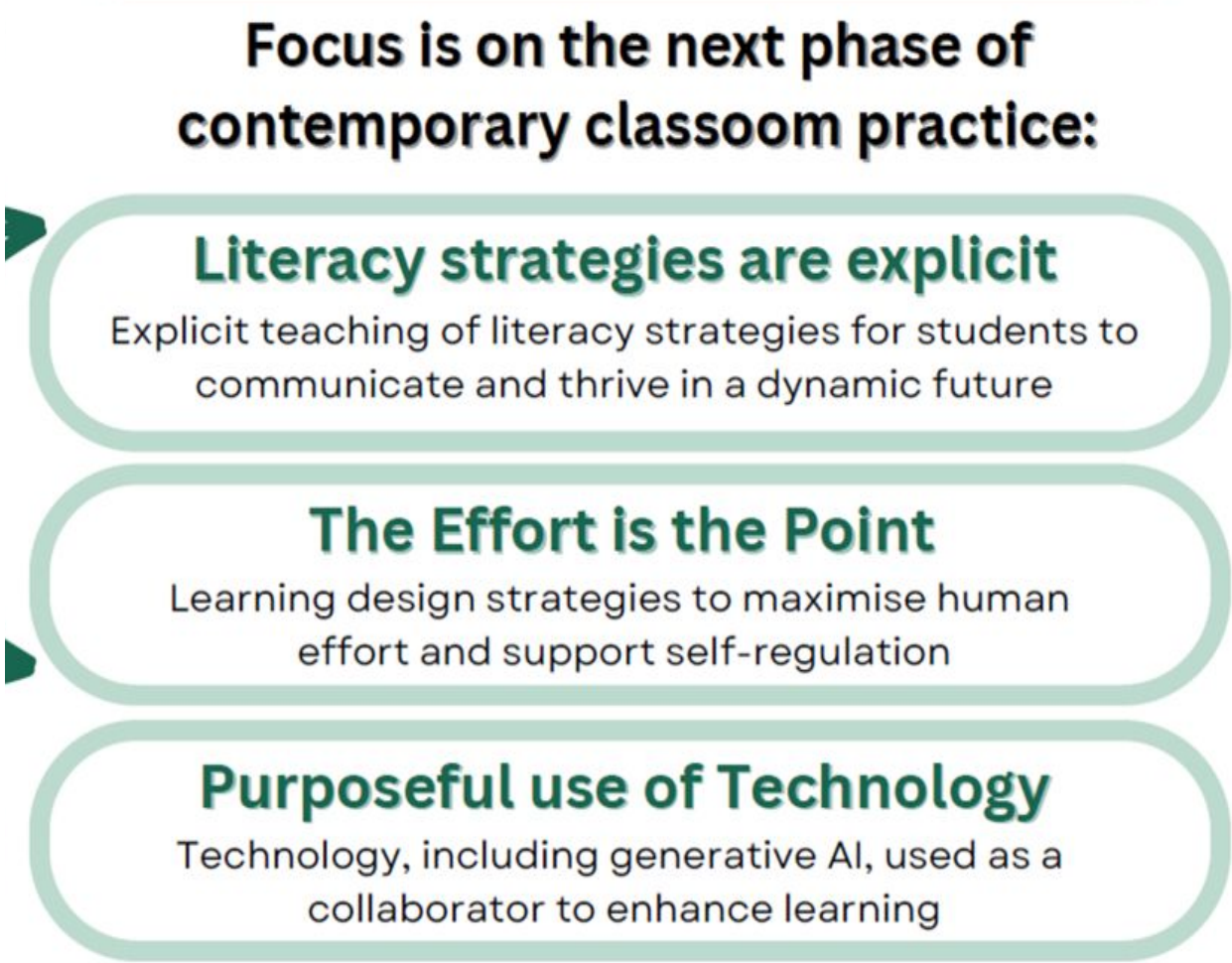
Practitioner Inquiry

How might we build ***effective learners*** through Learning Design, Assessment and Moderation (LDAM) to develop students that Thrive, Prosper, Learn and Achieve?

Focus is on the next phase of contemporary classoom practice:

Refined SLP to embed SACE improvement as a measure in CLPs.

Expanded Future Learning goal to make it more explicit.



Curriculum Areas Future Learning Strategy

Each area has its own challenges for years 7-12

We worked with each Curriculum Leader to develop their own individual strategy.

- Year level guidelines
- Task types with shared approaches
- Subject-specific strategies

Stage 1 and 7-10 have been initial focus areas.

Stage 2 evolves from Stage 1.

Consistent approaches for assessments in 2026

Tests, SATs & Exams

Completed under Red light conditions (i.e. on paper, in [illegible]thout access to AI accessible digital technologies). Work completed o[illegible] can not be accepted as "AI-proof" and teacher judgement is [illegible]

Future Learning Strategy (Maths)

Investigations, Folios & Portfolios

Year 7-11 Red light: ALL tasks accompanied by at least one 'Closed Task'

Assessment Options	Conditions
Approach 1: Validated Investigation ○ Part A - Investigation ○ Part B - Live Phase	Part A to be completed as a traditional written investigation report of reduced length. It is to be completed before undertaking Part B. Part B is completed in class under red light conditions. Needs to individually assess at least one criterion from the rubric (i.e. Reasonableness & Limitations). Options for this live phase include responses to prompting questions; Either handwritten or lockdown browser. Note this is not exam conditions, students can discuss with teachers and peers.
Approach 2: Interactive Inquiry ○ Part A - Directed Investigation ○ Part B - Documented Progress Check ○ Part C - Final Submission	Part A to be completed as a traditional written investigation report. A comprehensive draft is to be submitted before undertaking Part B. Part B is completed in class as a formal progress check. It is an opportunity for feedback and also

Consistent approaches for assessments in 2026

Differentiated assessments for 7-10, SACE Stage 1 and 2

Australian Curriculum (7-10) Approach

Future Learning strategy (Science)

Task Type	Assessment Conditions
Tests - All Science Understanding to be assessed in this task type	- Completed under supervised conditions - Time limited as specified on task sheet - On paper. QDTP applied by teacher - No external resources to be brought into the lesson.
SHE Task	- 2 mini SHE tasks to add to folio over a term based unit - Students complete formative green light activities to engage with materials prior to assessment - Assessable component completed under red-light conditions in a lockdown browser or written (QDTP applied by teacher) - Access to resources as PDFs linked in lockdown browser or hard copies if hand written - No external resources to be brought in by students - Students have access to verbal feedback and support from the teacher.
Practical Investigation Report	- Completed under direct supervision on lockdown browser or handwritten with no access to generative AI - Graphs can be produced electronically whilst they don't have access to their practical report

Stage 1 Approach

Task Type	Assessment Conditions

Future Learning strategy (HASS)

Consistent approaches for assessments in 2026	Essay/research tasks: Verified Research and Inquiry
	
	This could look like:
	• 1. Preparation Phase: amber-light scaffolded formative activities to collect evidence
	  ○ Scaffolds used as a learning activity, not to bring in.
	  ○ Evidence list (page references, quotes only) can be brought into the next pha
	• 2. Supervised writing phase: red-light (lockdown browser or hand written)
	  ○ Resources are included as hard copy, PDF or limited access link
	  ○ Ideally small chunks (e.g. one paragraph at a time)
	• 3. Feedback phase: make annotated draft (AI could be used for feedback)
	• 4. Finalise final submission: red-light again
	• 5. For Stage 2 a final ‘polishing’ step is appropriate

Trials of AI-resilient tasks

Teachers have learned what works in different contexts

- trialling effective, efficient red and green-light assessment conditions through rapid iterations.

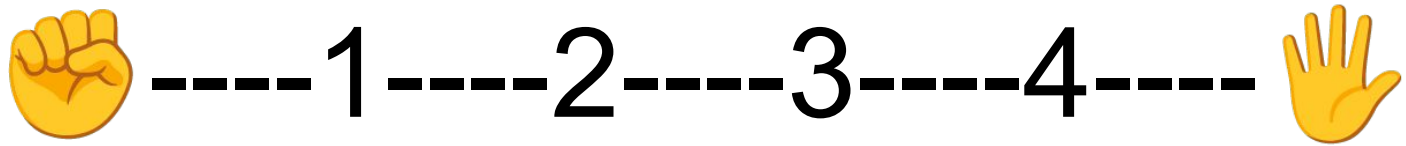
→ Reduction in detection, breaches, wasted time

→ students getting used to using lockdown browser, in-person conditions, practical journal

Statement 4

How confident are you that the ***assessment conditions*** your students at your site experience ensure authentic, verified student learning…

…without teachers being the AI detective?



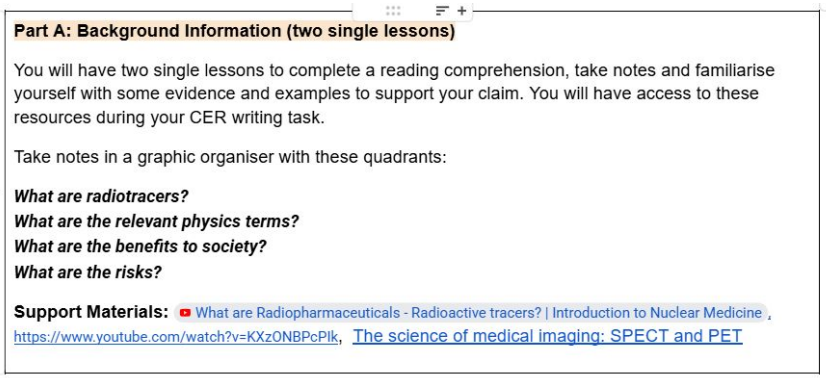
Strongly Disagree Strongly Agree

Examples

SHE TASK v2.2

>300 words x3 instead of 1 long essay.

Written in lockdown browser (exam.net) with access to 2-5 articles provided by teacher and/or students



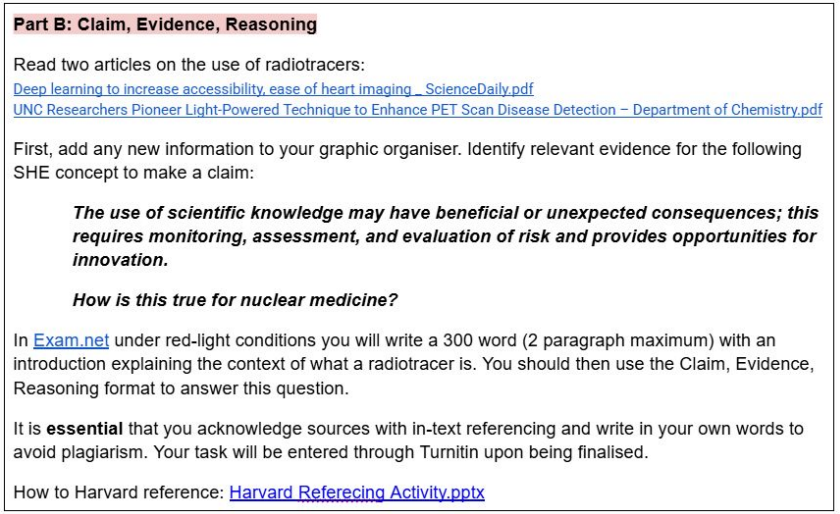
Part A: Background Information (two single lessons)

You will have two single lessons to complete a reading comprehension, take notes and familiarise yourself with some evidence and examples to support your claim. You will have access to these resources during your CER writing task.

Take notes in a graphic organiser with these quadrants:

What are radiotracers?
What are the relevant physics terms?
What are the benefits to society?
What are the risks?

Support Materials: What are Radiopharmaceuticals - Radioactive tracers? | Introduction to Nuclear Medicine, https://www.youtube.com/watch?v=KXzONBPcPIk, The science of medical imaging: SPECT and PET



Part B: Claim, Evidence, Reasoning

Read two articles on the use of radiotracers:
Deep learning to increase accessibility, ease of heart imaging _ ScienceDaily.pdf
UNC Researchers Pioneer Light-Powered Technique to Enhance PET Scan Disease Detection – Department of Chemistry.pdf

First, add any new information to your graphic organiser. Identify relevant evidence for the following SHE concept to make a claim:

> ***The use of scientific knowledge may have beneficial or unexpected consequences; this requires monitoring, assessment, and evaluation of risk and provides opportunities for innovation.***
>
> ***How is this true for nuclear medicine?***

In Exam.net under red-light conditions you will write a 300 word (2 paragraph maximum) with an introduction explaining the context of what a radiotracer is. You should then use the Claim, Evidence, Reasoning format to answer this question.

It is **essential** that you acknowledge sources with in-text referencing and write in your own words to avoid plagiarism. Your task will be entered through Turnitin upon being finalised.

How to Harvard reference: Harvard Referecing Activity.pptx

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Support Materials: What are Radiopharmaceuticals - …, https://www.youtube.com/watch?v=KXzONBPcPIk, The scie… …g: SPECT and PET

Formative planning phase

Cognitive effort required to prepare: take notes on articles using a Graphical Organiser

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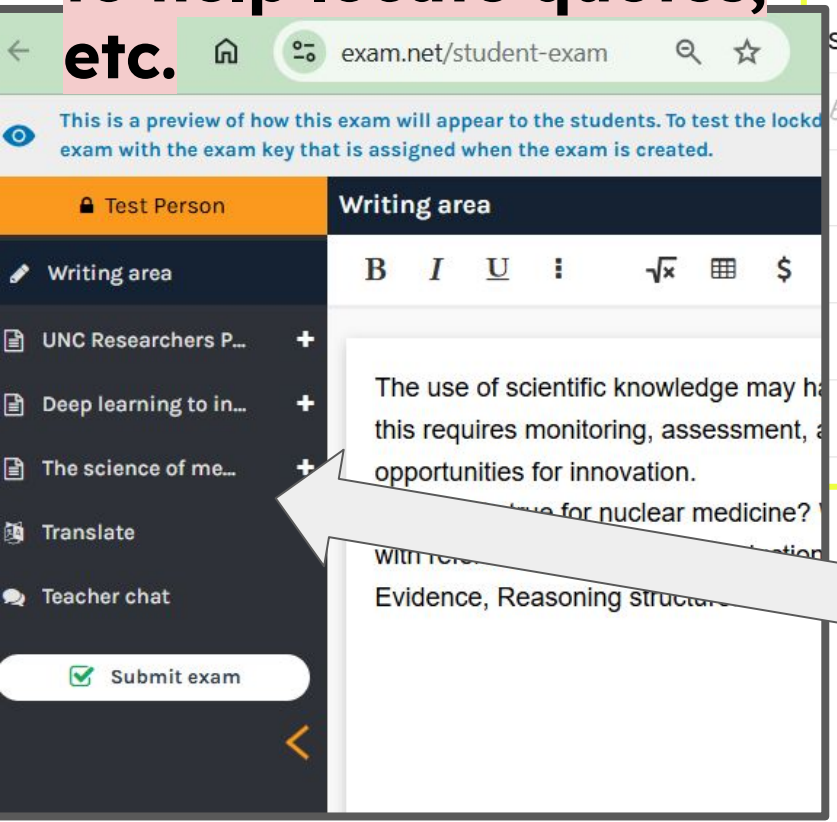
Lockdown browser

To complete >300

word response

Lockdown browser with table of evidence to help locate quotes, etc.



Evidence Record Table

This table is to be used to collate evidence for quick reference during a red-light task, such as a written report in a lockdown browser. It is not an essay planning document and there are strict conditions to be followed:

- Hand-written only
- No sentence summaries of sources
- Title and page number, with a short reminder of what it is evidence of

Source Title and Page Number	Evidence to be used
Battery Boom: Supercharging Australia's Renewable Rollout, Page 19	*Battery costs graph*

Resources available digitally within lockdown

Layered **Assessment conditions** example:

Assessing in-class layers of process, not just the final submission.

All parts collated by student and submitted with final as a PDF.

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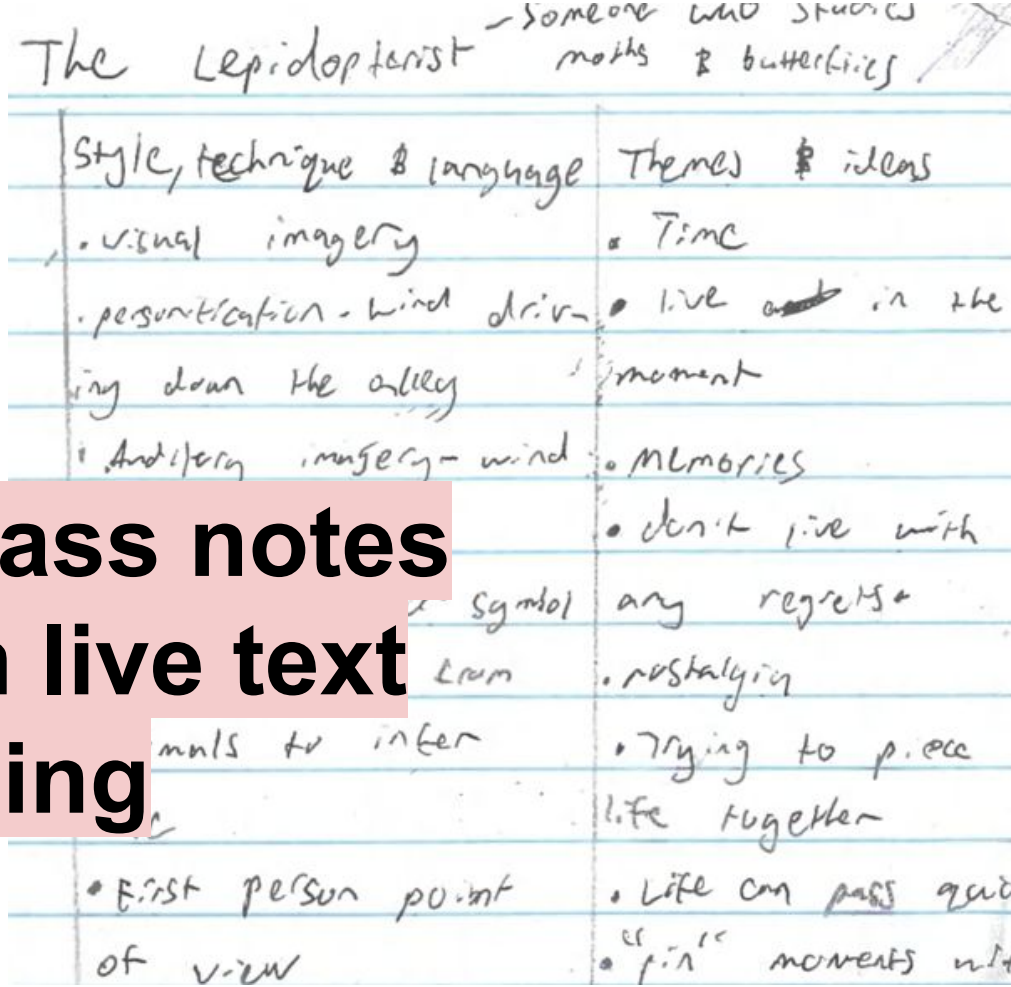
1. In-class notes from live text reading



2. Supervised draft in Exam.net - with scaffolded design brief questions

1. Briefly answer each of the following to create your own design brief before you start writing a first draft (This shouldn't take more than 5 minutes):

1. Create a thesis on the source text: what does the original text suggest about a main theme or idea?
2. Source text techniques: which key techniques develop this idea? e.g. motif, symbolism, sensory imagery, repetition, perspective, sentence structure
3. Your reconstruction thesis: how will your version reinterpret the source text's central idea?
4. Your target techniques: which techniques will you deliberately use in your own writing?

Answer:

1. In the short text the Lepidopterist, the author suggests that time passes by quickly, as memories must be pinned down before the wind blows it away, showcasing that life should be enjoyed to the fullest, remembering the little times that mean the most.
2. The author uses showcases this by using visually imagery of the animals to showcase change. Though, the additional use of the rugby jumper kid and the kid and their mother showcases that the main character showed many regrets as "the insignificant gestures were remembered" instead of the meaningful moments. Additionally, symbolism, metaphor and anthropomorphism of the masked editor

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2. Write your first draft below:

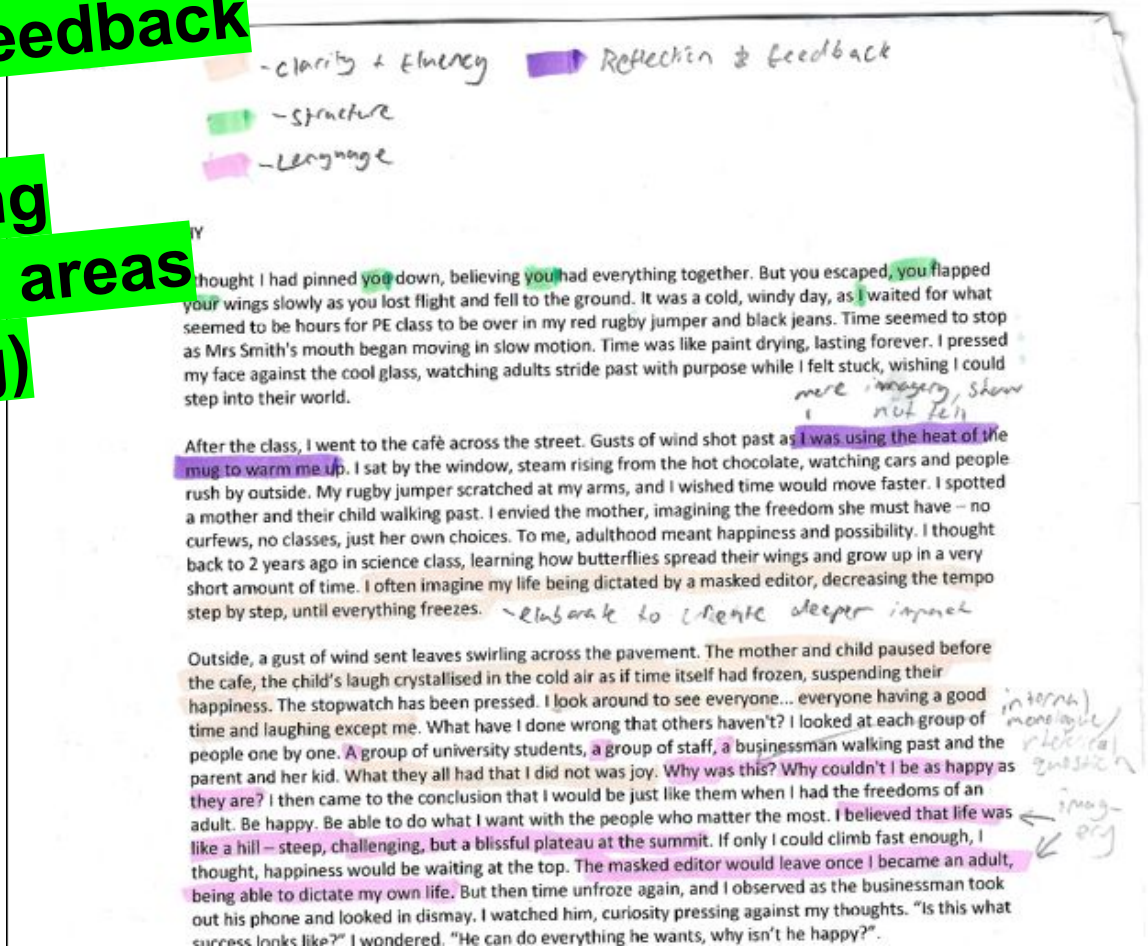
Answer:

I thought I had pinned you down, believing y
escaped, you flapped your wings slowly as yo
was cold windy day, as I waited for what seem
in my rugby jumper and black jeans,. Time se
mouth began moving in slow motion. Time w
wished I could just grow up.
After the class, I went to the cafè across the s
using the heat of the mug to warm me up. I sa
this could go faster. I spotted a mother and th

3. Responding to feedback

Student self-drafting
With teacher focus areas
(see colour-coding)

Student feedback



-clarity + fluency
Reflection & feedback
-structure
-language

thought I had pinned you down, believing you had everything together. But you escaped, you flapped your wings slowly as you lost flight and fell to the ground. It was a cold, windy day, as I waited for what seemed to be hours for PE class to be over in my red rugby jumper and black jeans. Time seemed to stop as Mrs Smith's mouth began moving in slow motion. Time was like paint drying, lasting forever. I pressed my face against the cool glass, watching adults stride past with purpose while I felt stuck, wishing I could step into their world.

more imagery, show not tell

After the class, I went to the cafè across the street. Gusts of wind shot past as I was using the heat of the mug to warm me up. I sat by the window, steam rising from the hot chocolate, watching cars and people rush by outside. My rugby jumper scratched at my arms, and I wished time would move faster. I spotted a mother and their child walking past. I envied the mother, imagining the freedom she must have – no curfews, no classes, just her own choices. To me, adulthood meant happiness and possibility. I thought back to 2 years ago in science class, learning how butterflies spread their wings and grow up in a very short amount of time. I often imagine my life being dictated by a masked editor, decreasing the tempo step by step, until everything freezes.

~elaborate to create deeper impact

Outside, a gust of wind sent leaves swirling across the pavement. The mother and child paused before the cafe, the child's laugh crystallised in the cold air as if time itself had frozen, suspending their happiness. The stopwatch has been pressed. I look around to see everyone... everyone having a good time and laughing except me. What have I done wrong that others haven't? I looked at each group of people one by one. A group of university students, a group of staff, a businessman walking past and the parent and her kid. What they all had that I did not was joy. Why was this? Why couldn't I be as happy as they are? I then came to the conclusion that I would be just like them when I had the freedoms of an adult. Be happy. Be able to do what I want with the people who matter the most. I believed that life was like a hill – steep, challenging, but a blissful plateau at the summit. If only I could climb fast enough, I thought, happiness would be waiting at the top. The masked editor would leave once I became an adult, being able to dictate my own life. But then time unfroze again, and I observed as the businessman took out his phone and looked in dismay. I watched him, curiosity pressing against my thoughts. "Is this what success looks like?" I wondered. "He can do everything he wants, why isn't he happy?".

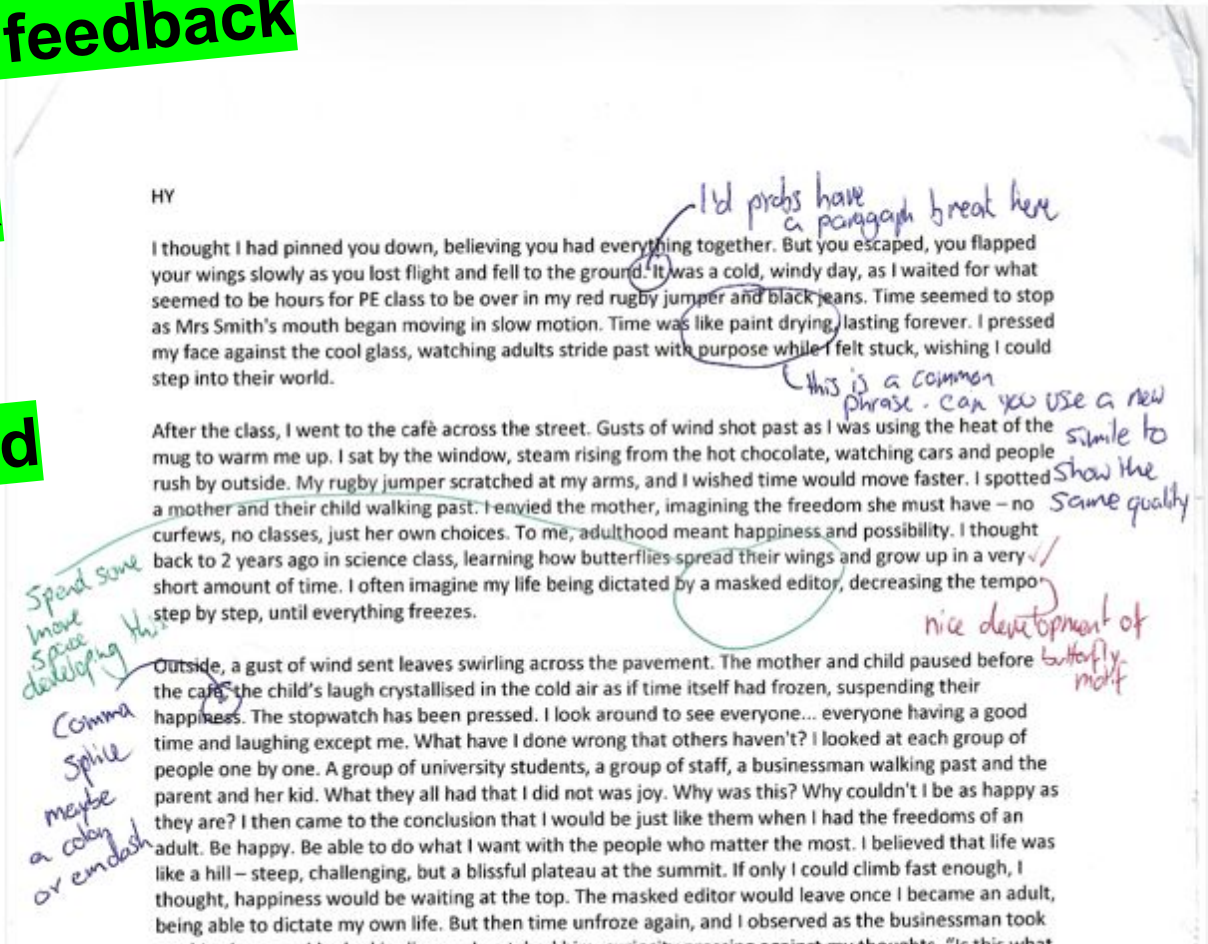
internal monologue / rhetorical question

imagery

3. Responding to feedback

Teacher feedback
or
AI prompts
could be provided

Teacher feedback



HY

I'd probs have a paragraph break here

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this is a common phrase - can you use a new simile to show the same quality

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Spend some more space developing this

nice development of butterfly motif

Comma splice maybe a colon or emdash

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4. Final piece - can't be a wholesale change from the prototypes

Dictogloss: Text R... ...y Studies

Final Reconstructed Text

I thought I had pinned you down, believing you had everything together. But you escaped, you flapped your wings slowly as you lost flight and fell to the ground.

It was a cold, windy day as I waited for what seemed like hours for PE class to be over in my red rugby jumper and black jeans. Time seemed to stop as Mrs Smith's mouth began moving in slow motion. Every day felt like I was climbing a hill that never seemed to end. School, homework and waiting for freedom were the steep slope beneath my feet, where adulthood looked like a bright summit hidden in the clouds. I pressed my face against the cool glass, watching adults stride past with purpose while I felt stuck, wishing I could step into their world.

Tips for Assessment Conditions

❌ Planning documents brought into lockdown?

- Hyper-detailed planning documents written by AI—> Typing test!

✅ Shorter parts are better

- Supervised layer completed in a single lesson is preferred. E.g. multiple paragraph responses completed over several periods.

✅ Go narrower and deeper

- How many components does the task actually need?
- Can the criteria be reduced?

The search for varied task conditions:

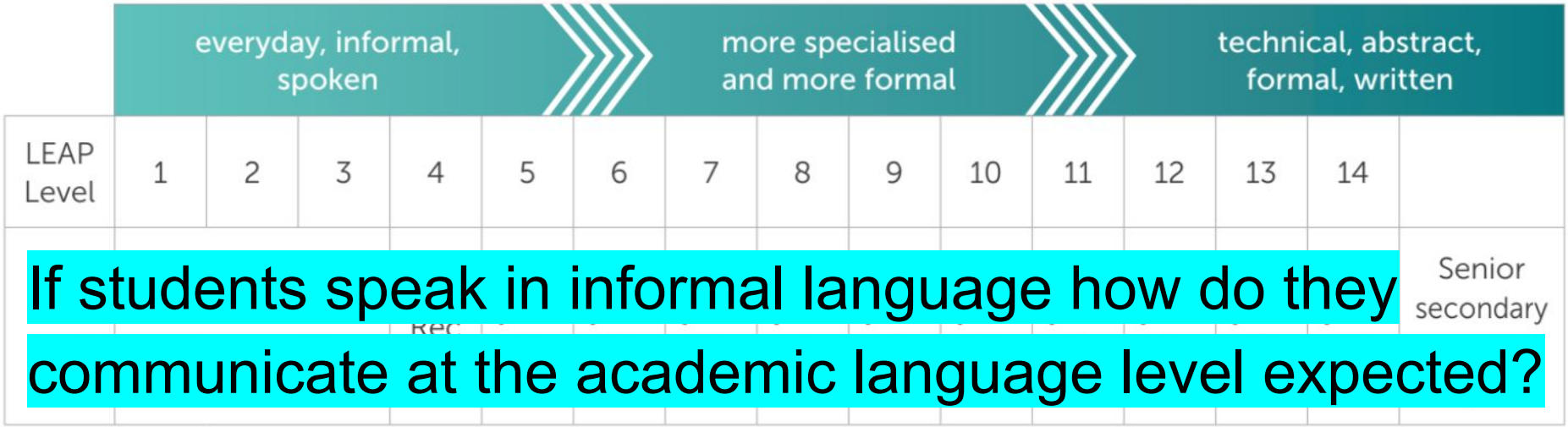
We don’t want everything to be test-format or in a lockdown browser.

We have trialled…
Lockdown browser, in-person conditions,
practical journal book, process-based layers

Is a multimodal screen recording the silver bullet?

Multimodal: balance between writing a perfect script and AI resilience

If students read directly from a script how do we: verify effort, stop being AI Detective?



If students speak in informal language how do they communicate at the academic language level expected?

2026 Successes

✅ Focus is on maximising human thinking → dealing with the elephant in the room first… then we can build on using AI as a collaborator (green light)

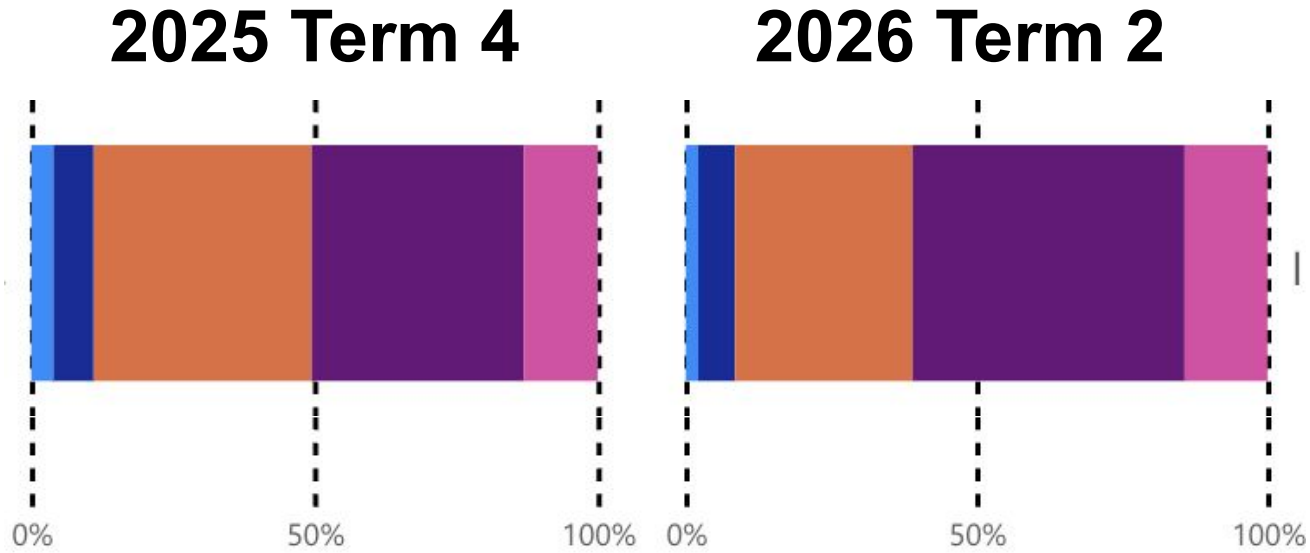
✅ Submission of work policy → **Assessment Conditions**

✅ Y7-12 LAPs include Assessment Conditions for tasks

✅ Consistent with SACE directions on AI Resilience

✅ Pulse Check monitoring impact (next slide)

Pulse Check:
“I feel confident preparing for supervised tasks that don’t have access to the Internet or AI”



Agree (Purple) or Strongly Agree (Pink): 50% → 62%

Learning Design, Assessment and ***Moderation***

1. Learning design needs to shift to support students to prepare for red-light conditions.

2. Assessments need to be ‘moderatable’
   We like ‘natural evidence of learning’ but tasks need to be not based on the “vibes only” from a teacher-student conference that isn’t documented in some way.
   a. AI audio transcription is one way to support this.

Audio transcription for a moderatable interview

Highlighting Legend:

- CT1: Knowledge and understanding of concepts and relationships (Light Green)
- CT2: Selection and application of mathematics (Light Blue)
- RC2: Drawing conclusions and understanding reasonableness and limitations (Light Pink)
- Feedback: Teacher Advice, Corrections, and Next Steps (Light Orange)

Extracted Transcript Evidence

MR MCFARLANE: OK. Documented interview. T
point for his folio. Alright, so first question is, I'm g
you found about your circle centres. So what relations
centres R1 and R2 and the intersection points for you
about are the circle ones. You've got 5 different cases.
distance that the.

JAMES: What ever the 2 numbers are in the eq
of them would be the centres. So however you whateve
0.

MR MCFARLANE: Would be, so that's for the
relationship for for example? A single touch external.
radii and the distance?

JAMES: So there's the one point of intersection where they're external to each other, and one point of intersection whether internal of each other. And then there's the two intersection points. And then there's the no intersection points, external and internal.

MR MCFARLANE: And did you find points of intersection algebraically? Yes. And what steps did you follow to do that?

JAMES: So first of all I expanded the brackets in the centre radius form of the two circles and then I worked out. There I made it equal to 0 and then I put them the two circle equations equal to each other because they both equal 0. Simplified it into a slope intercept form linear equation and then I used the points from circle 1 to are substituted in my Y equals into my circle one and then again expanded made it equal to 0 which gave me a quadratic. Which are then factorised. And got a? I got X take 6^2 so to make that equal to 0 X would have to be equal to 6 so.

MR MCFARLANE: You explained that well without reading from your book, so that was good. And what about the? If you're going to do the discriminant, how would you use the discriminant to help you find how many solutions there are for that?

JAMES: So I would do the discriminant formula which is $b^2 - 4AC$. And then? I would input all my values from the quadratic into it and then a result from that which is above 0 would mean two solutions. A result that is zero would mean one solution and then a negative result would mean no solutions.

Our next steps…

Learning Design

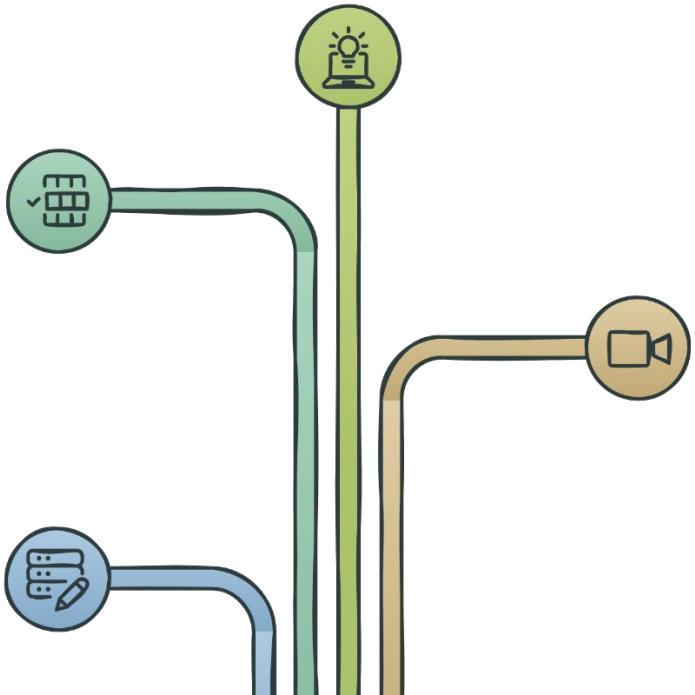
Design and implement formative activities to prepare students for our new task types.

Moderatable Conditions

Process over Product assessment that is still able to be moderated, e.g. Progress Check Interview

Refine Tasks

Iteratively improve tasks to suit specific curriculum areas and work for a 5-line teacher.



Multimodal Tasks

Tasks with video screen recordings that are not a student reading an AI script

Cycle of Inquiry (Iterative Approach)

All teachers completed Future Learning ***Teaching Sprints*** using cycle of inquiry for their PDP.

Started on SFD, implementation in Curriculum Teams

All prepared a structured “How it started… How it’s going” sharing of practice.

Used that to inform next cycle.

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Summary

✅ Blackwood High School is supporting Effective Learners in the AI era: cognitive effort is the point!

✅ Teachers are focussing on ***task redesign*** and not wasting their time being “AI detectives”

✅ We are continuing a whole-school approach to ‘Future Learning’ with LDAM activities addressing this challenge.

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Reflection Opportunity

Is there something more you could do at your site to ensure that the assessment conditions your students experience

- provide the opportunity to promote genuine, verified, and effective learning
- ensure teachers are not wasting their time being AI detectives…?