

Ever Forward



**Morialta
Secondary
College**

From Consultation to Classroom

Designing Curriculum Pathways and Learning for Agency



**Government
of South Australia**
Department for Education



Acknowledgement of Country

We acknowledge this land that we meet on today is the traditional lands for Kurna people and that we respect their spiritual relationship with their country.

We also acknowledge the Kurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kurna people today.



What we will explore

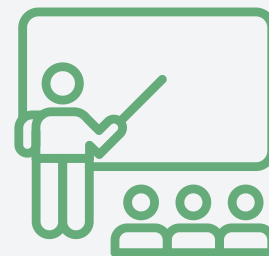
01



Community Consultation to Curriculum

How community voice, evidence and professional judgement become usable guardrails.

02



Building coherence and empowering teacher agency

How shared purpose, teacher agency and disciplined experimentation influenced learning design.

03



The challenges of amplifying

What we are learning about helping quality practice travel across teachers, teams and contexts without reducing to replication or compliance.



College Context



OPENED

2023

Founding year



**CURRENT YEAR
LEVELS**

YEARS 7-10

Growing to Year 12,
adding one year level
per year



ENROLMENT

1,200 STUDENTS

by 2028



STAFF GROWTH

Constantly
evolving team

2023
2024
2025
2026

36 - founding staff

50 - 15 new

72 - 32 new

99 - 44 new

Staff Growth



In 2026,
almost **half of**
our staff were
new to
Morialta



Context

What is one condition that **most shapes curriculum and pathway decisions in your school right now?**

Growth
or decline

Staffing

Geography

Community
expectations

Timetable

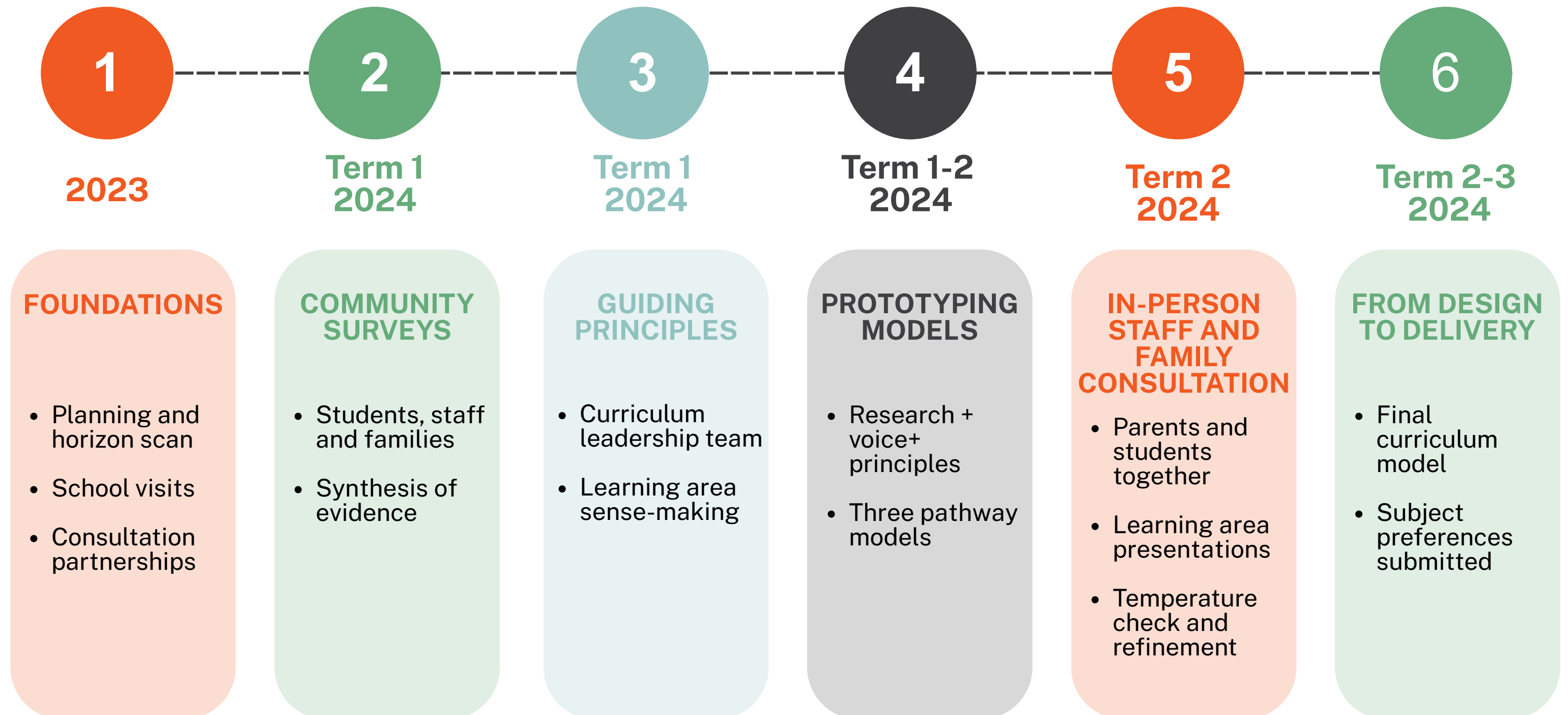
Pathway
access

Legacy



Curriculum Pathways Development

A staged process of inquiry, co-design, testing and refinement



Community Surveys

We asked about the future - not about subjects

321

students

(90% participation)

23

staff

80% of teaching staff / leaders)

189

parents and caregivers

50% of families

SURVEY LENSES:

1

Values -what is important to you and your family?

2

What should students experience?

3

What capabilities should they develop?

4

What futures and pathways should remain open?

5

How should learning connect with the world beyond school?

6

What opportunities should students be able to choose or access?

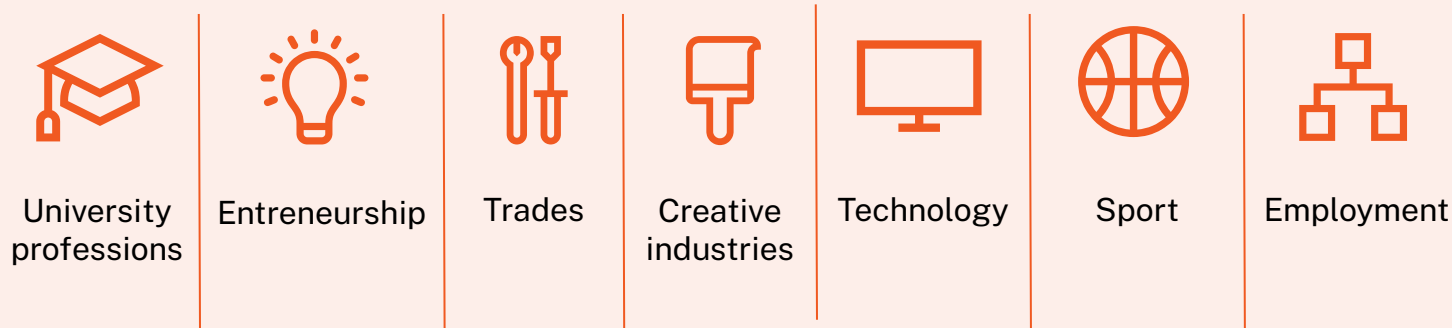


Initial Synthesis

533 responses • students, staff and families

01 Diverse future aspirations

Every listed career area attracted interest.



02 Diverse opportunities

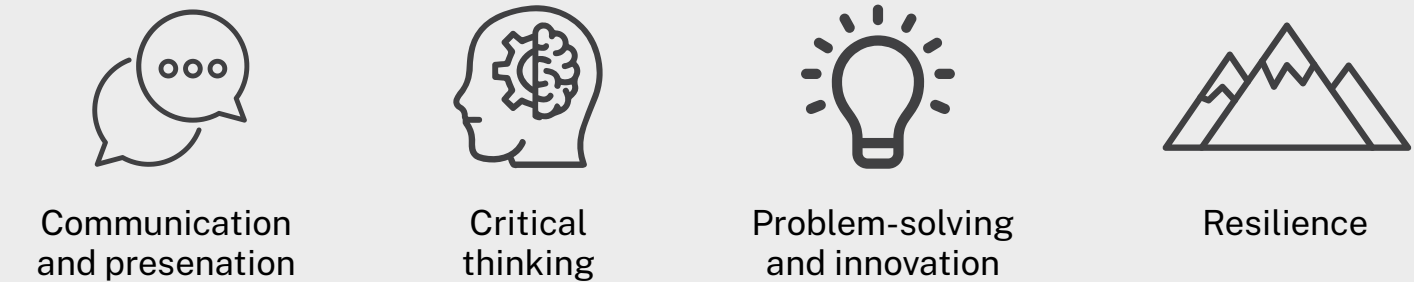
Percent rating each opportunity important or very important

Opportunity	Staff	Students	Parents
Year 10 work experience	91%	95%	90%
Accelerated pathways	91%	89%	87%
University headstart	91%	88%	83%
VET/TAFE opportunities	100%	76%	90%

03 Capabilities must be deliberately developed

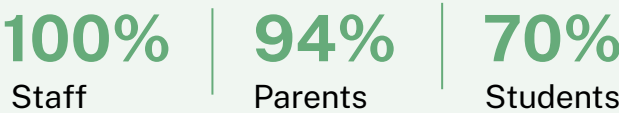
Creativity identified as top student strength

PRIORITY GROWTH AREAS:

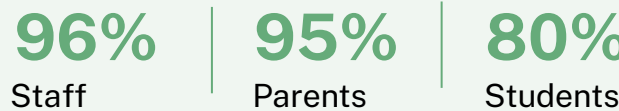


04 Learning should extend beyond school

Industry connections



Learning experiences outside the classroom



Open responses called for excursions, camps, industry experiences, competitions, community service, performances, exchanges and authentic projects.

Curriculum Leader Workshops

01 RESEARCH & ALIGN

Build a shared evidence base

- Education and higher education
- Changing employment and workforce needs
- AI, learning and contemporary capability frameworks

02 INVESTIGATE

Look beyond our own context

- Each leader completed a detailed school case study
- Examples spanned local, national and global contexts
- Findings and design choices were presented back

03 SYNTHESISE

Move from evidence to principles

- Identify patterns, tensions and implications
- Bring research and community voice together
- Build ownership and co-write the Guiding Principles

04 INTERROGATE & TEST

Turn evidence into possibilities

- Challenge assumptions and compare perspectives
- Test thinking with learning area teams
- Prototype three curriculum pathways



Empower aspiration

Strive for personal
excellence



Nurture capabilities

Build skills
through content
and experiences



Our guiding principles for
curriculum design

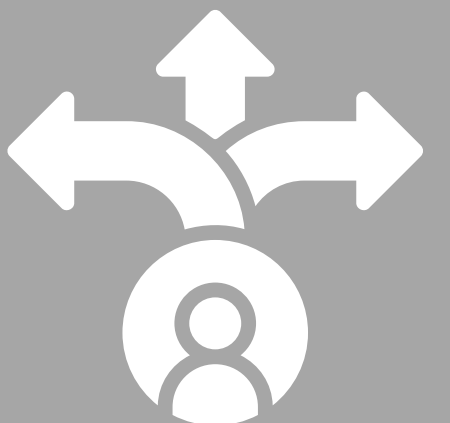
Connect learning beyond the classroom

Curriculum links
to the real world



Provide personalised pathways

Flexibility for
growth and
passion



In-Person Consultation

Testing our ideas; framed as a “temperature check”

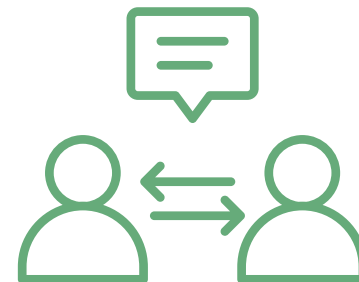
1



BEGIN TOGETHER

Survey findings, research
and guiding principles
reflected back

2



EXPLORE POSSIBILITIES

Parents attended with
their child.
Participants viewed two
learning-area presentations.

3



TEST THE MODEL

Does this reflect what you
told us?
What is missing?
What concerns or
possibilities remain?

4



CAPTURE + REFINE

Responses used to
refine the
pathway model and
learning-area offerings



Community Feedback

81%

said the guiding principles aligned effectively with their priorities



86%
Parents/
caregivers



74%
Students

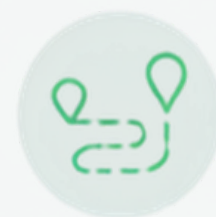
“They are very relevant to what our learners need to succeed. The curriculum is so diverse every kind of learner can succeed.”

— Parent/caregiver

“We should have the option to do far more electives... making us choose between several very good options.”

— Student

THE FEEDBACK ALSO ASKED US TO



Make pathway links
and connections
clearer



Test how many
electives students
could study – they
wanted more



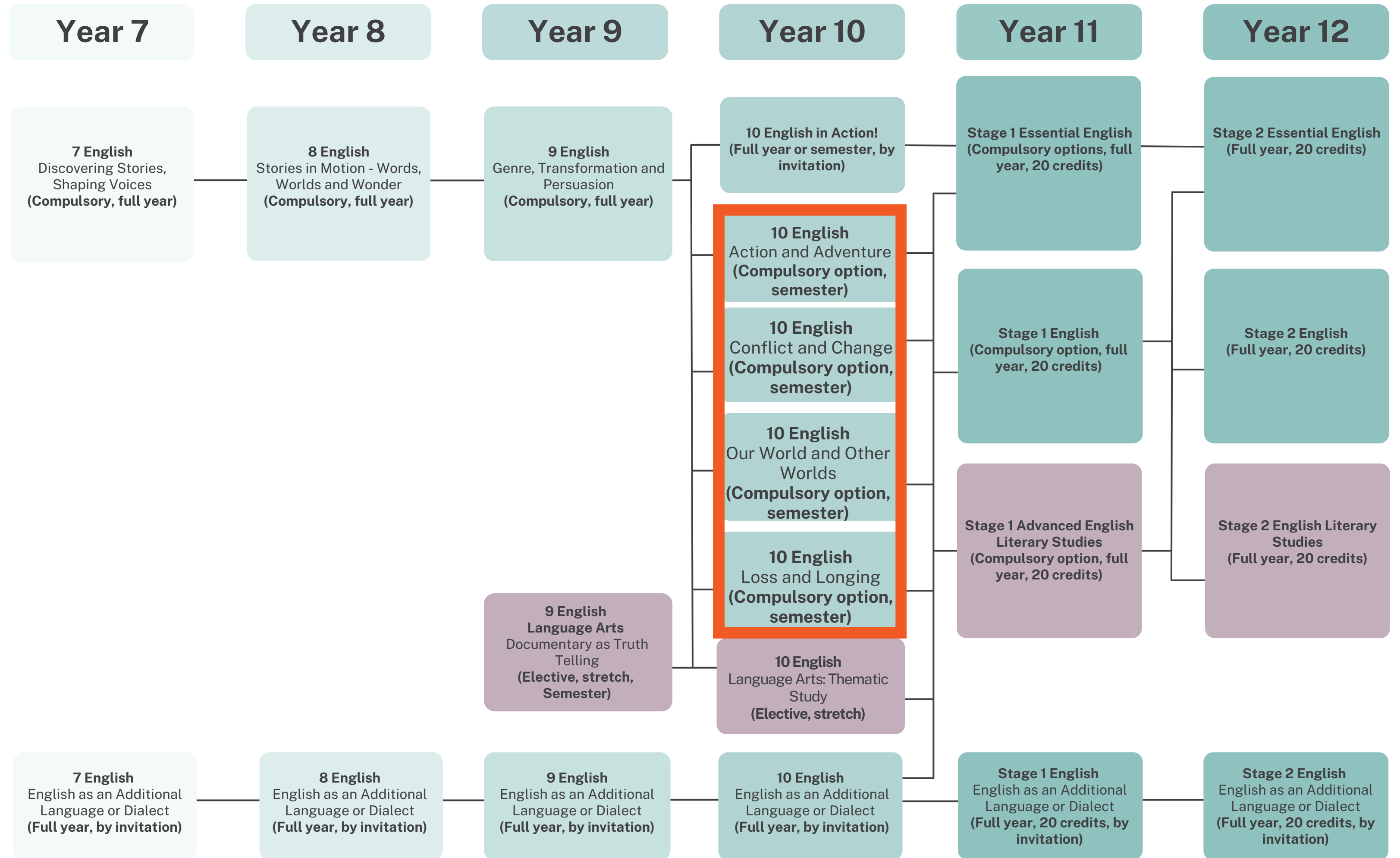
Consider gaps in
breadth, particularly
around adding a
second language





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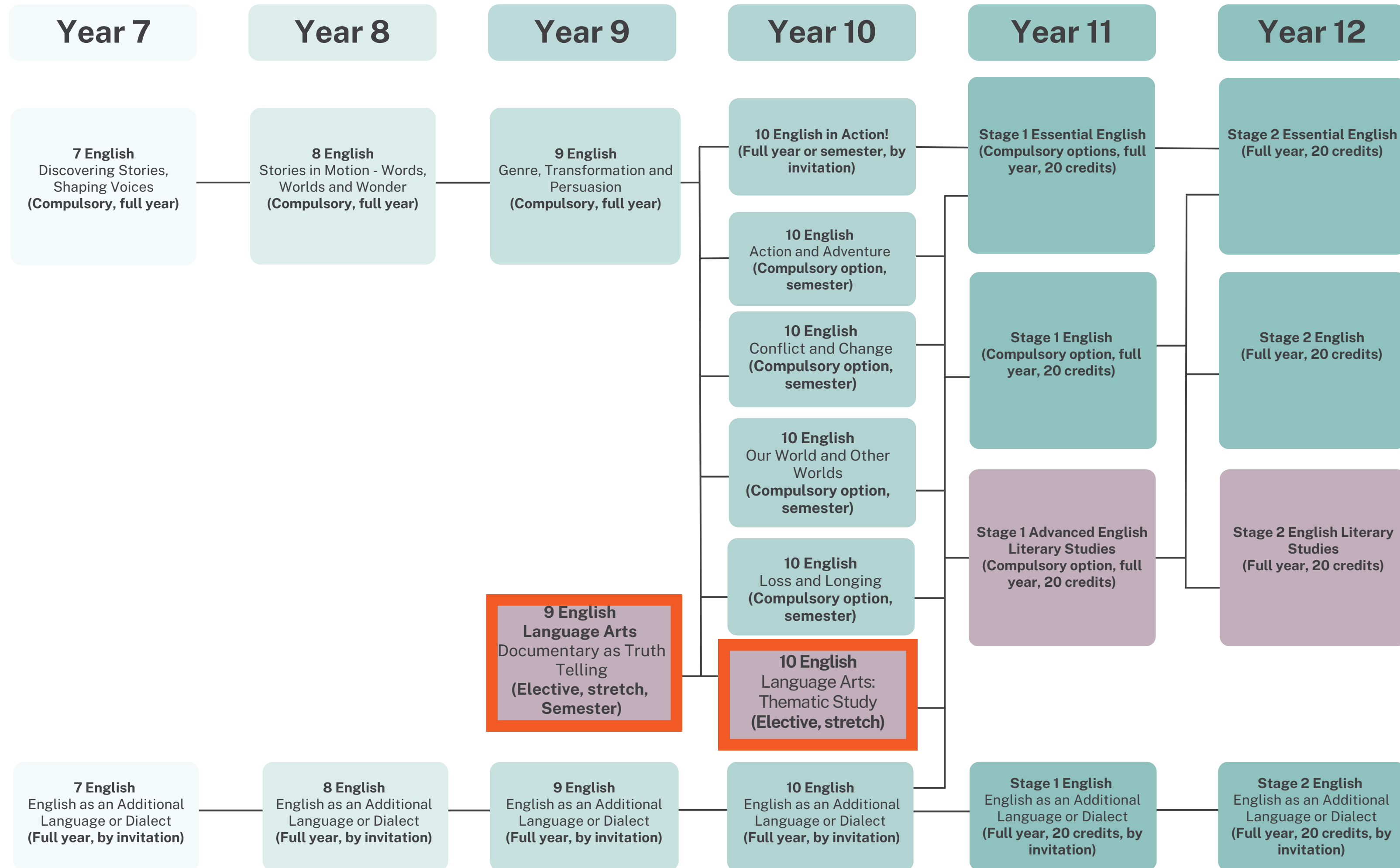
English

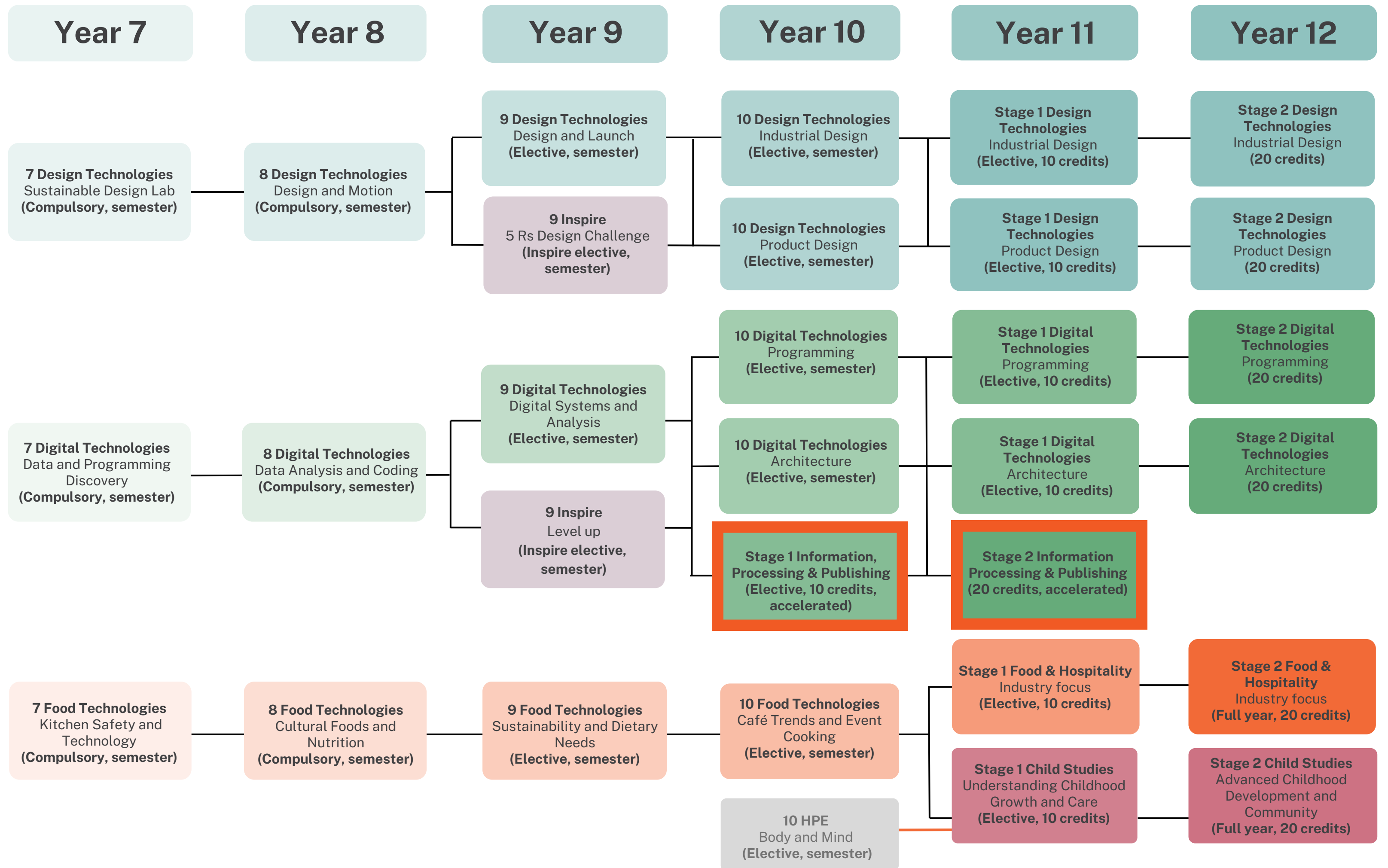




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English







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Mathematics

Year 7

7 Mathematics
Number and Relationships,
Space and Data
(Compulsory, full year)

Year 8

8 Mathematics
Patterns and Reasoning,
Geometry and Data
(Compulsory, full year)

Year 9

9 Mathematics
Algebra and Modelling,
Plane Thinking and Chance
(Compulsory, full year)

9 Mathematics
Smart Money
(Elective)

9 Mathematics
Mathematical
Investigations
(Elective, stretch)

Year 10

10 Mathematics
Functions and Modelling,
Trigonometry and Statistics
(Compulsory, full year)

10 Mathematics
Higher Mathematics A
(Stretch, elective,
Semester 1)

10 Mathematics
Higher Mathematics B
(Stretch, elective,
Semester 2)

10 Mathematics
Money Matters -
Risk and Reward
(Elective)

10 Mathematics
Essential Mathematics
(By invitation, Semester 2)

Year 11

Stage 1 Mathematics
Specialist Mathematics
(Stretch, elective, full year
or semester, 20 or 10
credits)

Stage 1 Mathematics
Mathematical Methods
(Compulsory option, full
year, 20 credits, or
semester, 10 credits)

Stage 1 Mathematics
General Mathematics
(Compulsory option, full
year, 20 credits)

Stage 1 Mathematics
Applied Mathematics
(Compulsory option,
Semester 1, 10 credits)

Stage 1 Mathematics
Essential Mathematics
(By invitation, Semester
2, 10 credits)

Year 12

Stage 2
Specialist Mathematics
(Full year, 20 credits)

Stage 2
Mathematical Methods
(Full year, 20 credits)

Stage 2
General Mathematics
(Full year, 20 credits)

135 students studied in 2025
134 students studying in 2026

75 students continued in
2026 (55%)

The outcome was more than a curriculum map

The guiding principles became the foundation for every curriculum decision.

WHAT ENDURED



DECISION GUARDRAILS

Shared principles
that guide future
curriculum decisions.



GREATER COHERENCE

Improved consistency
across learning areas and
pathway design.



COMMON LANGUAGE

A shared approach
for a rapidly growing staff
community.

EARLY SIGNALS



Nearly all proposed subjects ran

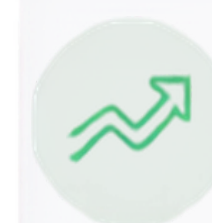
The breadth attracted
viable demand



70%

Year 10 students
wanted the English
choice model retained.

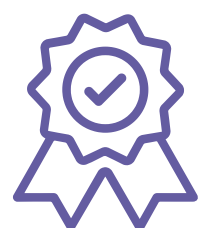
Surveyed Year 10 students



3.84 → 4.43

Student-reported relevance
increased from Year 7 to Year 9.

*"This teacher connects their teaching
to my life" - Year 7 → Year 9*



New staff

Curriculum offerings
cited as a reason for
joining Morialta.

Questions Arising



01 | LEARNING EXPERIENCE

Were the learning experiences inside those subjects delivering the aspiration, agency, capabilities and authentic connections we had promised?

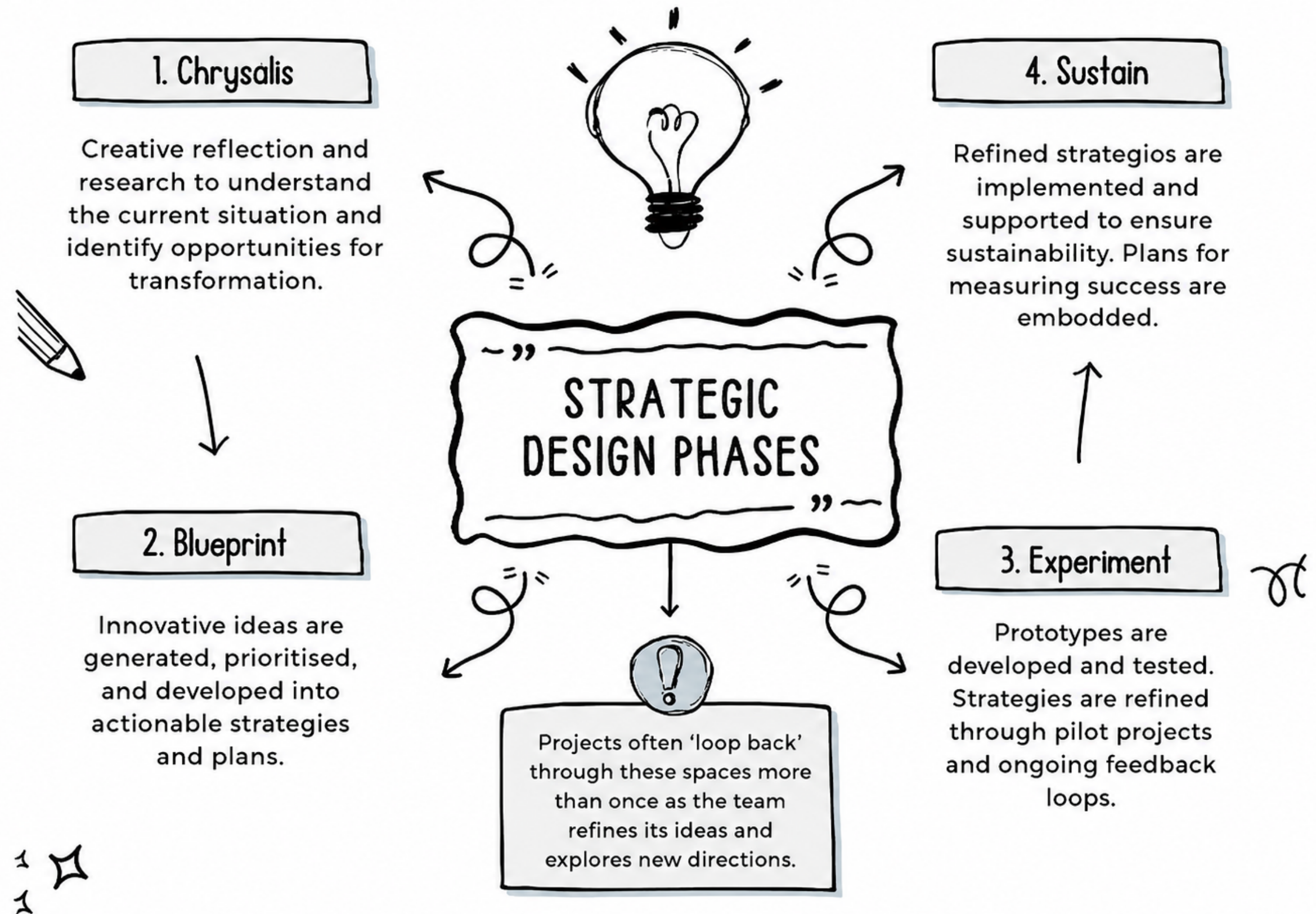


02 | BUILDING STAFF CAPABILITY

How do we onboard new staff so they understand the intent behind our Guiding Principles and curriculum pathway decisions and see themselves as contributors to the next chapter, rather than recipients of decisions already made?

Strategic Design

with Professor Glenn Savage



Learner Agency



Through innovative learning design we empower students to create high quality and sophisticated work.

Nurture capabilities

Build skills
through content
and experiences



Connect learning beyond the classroom



Curriculum links
to the real world

Our cycle of inquiry:

As Co-Lab teams, we will conduct cycles of inquiry (design -implement and review learning) enacting and piloting our curriculum guiding principles (Nurture Capabilities and Connect Learning Beyond the Classroom).

Through reflecting at the end of each teaching cycle we will identify successes and areas to iterate with our learning design and teaching.

We will share our learning through spotlight sessions within and across Co-Lab teams and with our full teaching team.

Learner Agency



Through innovative learning design we empower students to create high quality and sophisticated work.

Nurture capabilities
Build skills through content and experiences



Connect learning beyond the classroom
Curriculum links to the real world



Actions:

1. We will develop a shared vision about what innovative learning looks like including capability development, real-world connections and how we activate student agency.
2. We will develop a shared vision about what high quality / sophisticated work is at MSC aligned to our assessment types (Iterative, Folio, Micro, Timed) including the elements of **complexity, craftsmanship** and **authenticity**. [Attributes of High Quality Work | Models of Excellence](#)
3. We will develop our **capability learning progressions** to assess learner growth and design learning tasks / experiences for students to practice and evidence their capabilities. [4D Capability Progressions MSC](#)
4. We will amplify student agency by building into learning tasks **choice**, including asking students to make considered decisions (judgement and discernment) about next steps to evidence their learning.
5. We will continue to develop and iterate our Student Led Conferences to develop reflection, metacognition and goal setting.

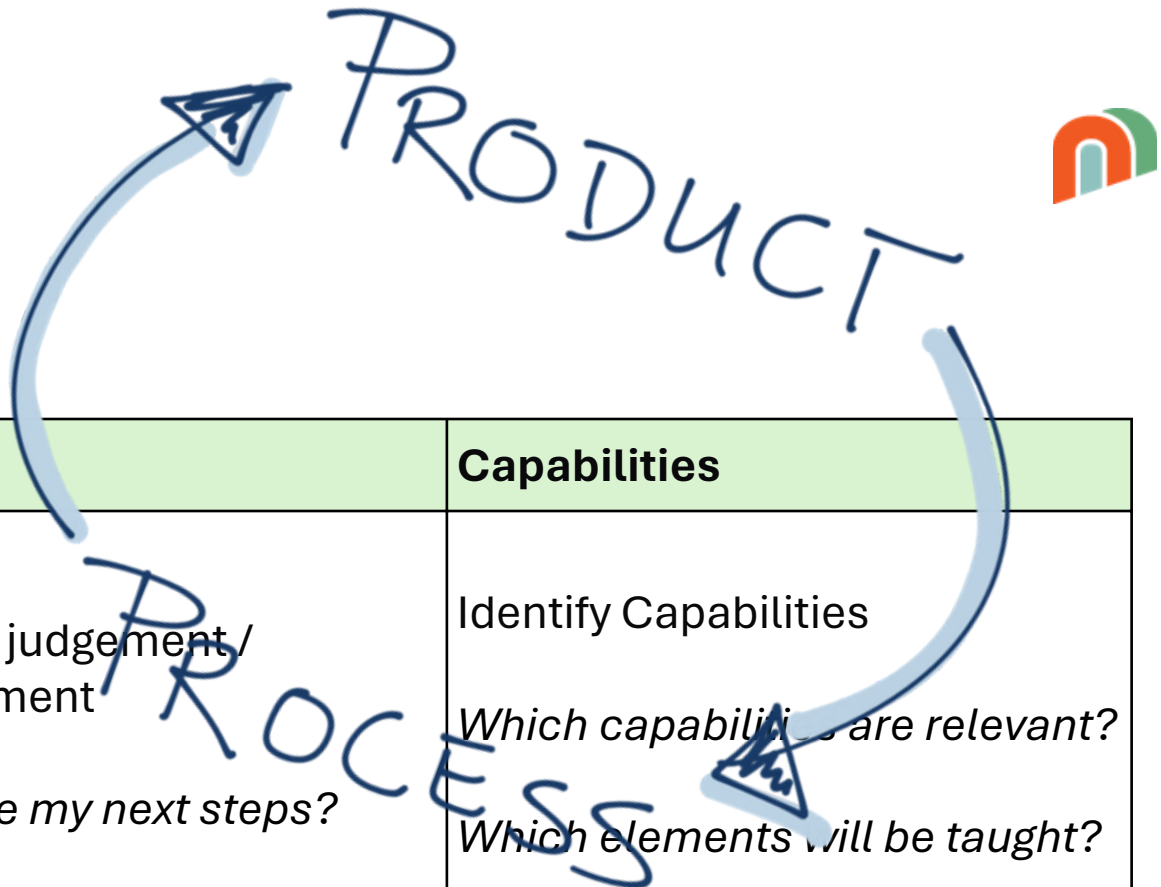
Term 2 2025	Term 3	Term 4
Cycle of inquiry: Empathise - Define - Ideate	Prototype – Experiment	Empathise – Define (start again in 2026)
Leaders pitch to all teaching staff the vision for the ‘Activating Student Agency’ project and call for early adopters. Day 1: - Initial meeting with C&P team (Scope work). Early term 2. - Early adopter teaching team meet to explore our strategic direction including student agency, real world connection and use of capability progressions. - C&P team finalise prototype of 4D capabilities continuum. Develop MVP measurement tool (Power BI / other). Day 2: Staff Professional Learning Day (10 June). - Morning session – all staff 4D capability model and learning design. Middle session – early adopter group with C&P leaders. End of day reflection process with everyone. - Curriculum design workshop with early adopter teachers and student representatives from classes involved in term 3 pilot program.	- Teachers pilot curriculum initiative linked to real world connection / capabilities. - Early adopter teachers pilot using capability continuum as assessment tool. Day 3: - Term 3 Professional Learning Day (2 September). - Include student representatives from classes involved in term 3 pilot curriculum.	- Teaching team present and reflect on learnings from 2025 (Real world connections and nurturing capabilities). - Term 4 PD day (10 November). Early adopter teachers / Learning Areas teams identify and share successes from 2025 pilot program and possibilities for 2026. - Student representatives share their feedback to all staff at PD Day to conclude cycle of inquiry. Students reflect on: - the level of Complexity, Craftsmanship and Authenticity including how real-world connections impacted on their learning - to what extent they developed their capabilities. Pre and post self reflection data. - To what extent they demonstrated agency with their learning (judgement, discernment, choice)

Learner Agency

Through innovative learning design we empower students to create high quality and sophisticated work.

Stage	Authenticity	Complexity	Craftsmanship	Agency	Capabilities
1. Define purpose	Real World Context: <i>Why learn this? Why is it relevant?</i>	Guiding Question: <i>What are the big concepts?</i>	Discipline-Specific Skills: <i>What skills are needed?</i>	Student judgement/ discernment <i>What are my next steps?</i>	Identify Capabilities <i>Which capabilities are relevant?</i> <i>Which elements will be taught?</i>
2. Foster engagement	Engagement/Curiosity <i>How can we spark interest?</i>	Big Concepts <i>What key ideas should be explored?</i>	Iteration/Feedback Points <i>How will feedback be integrated?</i>	Active Participation <i>How can students make decisions?</i>	Student Reflection <i>How will students reflect on their capabilities?</i>
3. Develop and deliver	Authentic Products: <i>What is the purpose beyond the classroom?</i>	Product Development <i>What will I produce?</i> <i>(Industry standard/authentic audience)</i>	Co-construction <i>How will craftsmanship be applied?</i>	Collaboration <i>How will students and teachers work together to co-construct learning?</i>	Teacher Feedback <i>How will capability development be supported through feedback?</i>

Teacher’s role: gradual release of responsibility (From teacher led to student driven over time)



Thinking Like Researchers

The aim was not nine showcase units.

It was to learn what conditions help agency and capability-rich learning emerge.

9 EARLY ADOPTERS

01

NEW ELECTIVES @ YEAR 9

New electives created space to test agency and capability-rich learning.

02

PURPOSE & LANGUAGE ALIGNED

Half-day workshop:

- Guiding Principles
- Learner Agency
- 4D Framework

03

RESOURCED TIME AND TEACHER AGENCY

Workshop checkpoints, teacher-chosen direction, agency driven: empowered to experiment.

04

SHARING WITH STAFF

Share artefacts, student voice, successes, tensions and missteps.



Tight on purpose. **Flexible on practice.**

Coherence came from shared guardrails, not a prescribed model

HELD TIGHT

- | Curriculum Guiding Principles
- | Student agency at the pedagogical centre
- | A shared 4D capability framework
- | Evidence, reflection and peer learning



AGENCY DRIVEN

- | The curriculum & learning design and approach to agency
- | What to trial, abandon and adapt
- | How to gather student voice and work
- | The sharing of their story, including missteps



Teacher agency was not the absence of structure.
It was **agency within a coherent frame.**

A Balancing Act.....

Where are you holding too tight?
Where are you staying flexible?

LEADERSHIP MUST HOLD TIGHT TO...

- | Purpose
- | Shared language
- | Evidence
- | Conditions for learning

Choose one current
improvement priority in your school.

TEACHERS NEED TO GENUINELY OWN...

- | The questions
- | The design moves
- | What to trial and adapt
- | The honest learning



Where might you currently be too tight or too flexible?

Shared language created alignment; teachers shaped the work around their students, subjects and contexts.



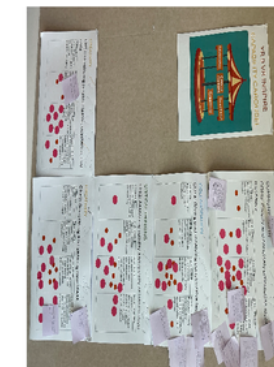
SANDRA | noticing capability growth

"That experience made me think about how important it is to adapt the way I communicate. I had to change the way I taught so my team would pay attention and actually enjoy and play the drills. What I thought would work, because it's how I like to learn, didn't really motivate

NIKKI | making capabilities observable



- Assumed students chose the subject to create VR
- Equipment was relatively unfamiliar
- Steep learning curve
- Teacher driven
- Inspire subject – design process, pre-learning then major project, driving question
- Used VR free play as a reward for work completion
- Projects look similar and not well aligned to assessment criteria



- Perspective shift from VR creation to VR as a tool
- Incorporated feedback and focused on more purposeful use of VR
- **4D Capability Project**
- Student Agency and metacognition

MONIQUE | scaffolding agency



Student Quotes

"Depending on the grade, like if I get an A I get too confident and Cocky, and if I get an E or a low grade, I get unmotivated and don't want to go"

"I'm just trying to improve the letter grade, and I don't look at the feedback that teachers have given me"

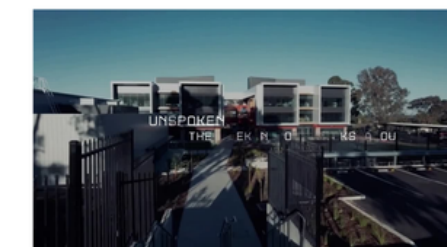
"I don't feel as stressed, maybe, I'm still getting a 'grade' kind of, but its not like a letter grade"

"It makes me feel better about myself"

"Using the Capability check-point allows for a bit more creativity— there is no specific rubric about how to get this grade and this grade, its more 'make sure you're doing this' but you can also play around with how you do it"

TIM + TALIA | choice and safety

ASSESSMENT CRITERIA		Assessing at Standard
Task 1: Identify a product or service and describe the value it represents using the language of business.		
In the documentation 1 - effectively to create a bullet that is relevant to the assignment - use some language that is relevant to the assignment and is demonstrated from the assignment	In the documentation 1 clearly identify a product that is relevant to the assignment and is demonstrated from the assignment and the bullet	Assess documentation 1 effectively and not precisely identify a product that is relevant to the assignment and is demonstrated from the assignment
Task 2: Create a change of life milestones to create a compelling life story.		
In the documentation 1 effectively identify a change of life milestones that is relevant to the assignment and is demonstrated from the assignment	In the documentation 1 clearly identify a change of life milestones that is relevant to the assignment and is demonstrated from the assignment and the bullet	Assess documentation 1 effectively and not precisely identify a change of life milestones that is relevant to the assignment and is demonstrated from the assignment
Task 3: Create a documentation title and a conclusion page to guide the storytelling assignment.		
In the documentation 1 effectively identify a documentation title and a conclusion page that is relevant to the assignment and is demonstrated from the assignment	In the documentation 1 clearly identify a documentation title and a conclusion page that is relevant to the assignment and is demonstrated from the assignment and the bullet	Assess documentation 1 effectively and not precisely identify a documentation title and a conclusion page that is relevant to the assignment and is demonstrated from the assignment



Assessment criteria		
	Acting as a Student	Acting as a Teacher
I can create a Task which means that are realistic		
Yes (see point 1) • Scenario primarily consists the information on the assignment. Objects are used minimally as a background	Yes (see point 1) • Creates use of objects/body parts in the assignment. Objects are used with accuracy	Yes (see point 1) • Scenario expertly makes simulated patient with accuracy and security and accuracy
I can create a challenge in my way that communicates a feeling, theme or idea to my students		
Yes (see point 1) • Attempts applying scenarios thematization through illustrations, drawings, transitions or a limited variety of objects	Yes (see point 1) • Attempts applying thematization clearly and accurately. Transitions, a variety of objects	Yes (see point 1) • Attempts applying thematization with accuracy and accuracy and accuracy
I can create a tasking based introduction to communication information or an idea		
Yes (see point 1) • Attempts to create scenarios based learning but lacks alignment to the task of the assignment	Yes (see point 1) • Attempts to create scenarios based learning to heighten the task of the assignment	Yes (see point 1) • Attempts to create scenarios based learning with precision and height. Task of the assignment

Creativity Capability (based on the final slide of your Keynote)

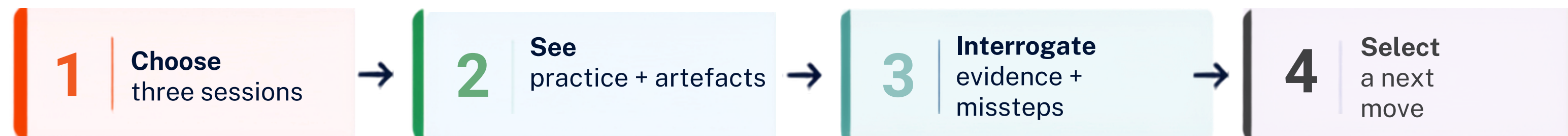
You seem to be showing a personal taste for thriller, suspense and the subtly horrifying. Continue to develop this (I know you are already a true

KATIE + ASHLEE | capability assessment

Student Free Day Sharing

Term 4 SFD: staff chose three teacher-led sessions and rotated across the morning

THE LEARNING DESIGN



Why it landed

Credible peers shared usable moves, student work and unresolved questions, not a polished program to copy.

EARLY SELF-REPORTED SHIFTS

Top-two response categories Term 2 → Term 4



Confidence designing for agency

TERM 2

26.1%



TERM 4

60.5%



Intentional capability embedding

30.4%



71.0%



Intentional student self-assessment

0%



39.5%



A Meaningful Signal

The data showed confidence and intentionality moving. It did not yet tell us whether practice would endure or transfer.



Project 2.0 is an **amplification design**

The early adopters volunteered to be involved again; the system around them now has to change



EARLY ADOPTER GROUP 2.0

Elevate + lead

- Returning 2025 team + 2 new leaders
- Deepen their own inquiry
- Learn to lead alongside peers
- Co-design usable artefacts



WHOLE-STAFF PD ARC

Align + practise

- 7 Tuesday sessions
- 2 full PD days
- Agency + 4D shared language
- Assessment, evidence, reflection



CO-LAB + CLASSROOM

Adapt + transfer

- Collaborative learning design
- Peer feedback and evidence
- Onboard new staff into the work

Amplification is not asking everyone to copy the early adopters. It is building the capability and conditions for every team to adapt the principles with integrity.

The Leadership Challenge has Changed

From enabling innovators to enabling transfer

2025 • INCUBATE

Can teachers
design differently
when given
coherence, agency
and safety?



2026 • AMPLIFY

Can we empower all
teachers to engage in
this work without
turning innovation into
compliance?

What happens when powerful practice moves to another
teacher and another class?

INNOVATIVE LEARNING DESIGN • PROJECT 1.0 → 2.0

The challenge of amplifying quality practice

DESIGN FOR TRANSFER

Tim Moors

Head of Performing Arts and Community Partnerships



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Choice Alone Does Not Create Agency

The early adopters volunteered to be involved again; the system around them now has to change



YEAR 9 MUSIC

COMPOSE AND CREATE

Students developed original compositions in a space already rich in choice and creative freedom.



THE INQUIRY

What helps students take creative risks and improve their work?



Agency was scaffolded — not simply offered

Four deliberate moves turned capability language into classroom practice.

01



TEACH EXPERTISE FIRST

Musical knowledge and skills gave students something meaningful to exercise agency with.

02



FOCUS ON THE 4D LANGUAGE

A few capability elements, not the whole framework, became the shared focus.

03



MAKE IT OBSERVABLE

Risk-taking became visible through experimenting, adapting, revising and discarding ideas.

04



REFLECT LITTLE AND OFTEN

Short, low-stakes weekly reflection built fluency; slow uptake was expected.



Capabilities

Creativity	Critical Thinking	Communication	Collaboration
CRE1: Developing personal tastes, aesthetics, and style	CRI1: Identifying, clarifying, and organising information	COM1: Asking questions and actively listening	COL1: Taking and sharing responsibility with others
CRE2: Generating and seeking new ideas	CRI2: Assessing validity and quality of information	COM2: Sharing one's vision and inspiring others	COL2: Optimising team resources and unique skills and perspectives of individuals
CRE3: Being comfortable with risks, uncertainty, and failure	CRI3: Weighing pros and cons of alternative choices	COM3: Clearly and concisely articulating ideas or messages	COL3: Navigating and resolving interpersonal conflict
CRE4: Connecting, reorganising, and refining ideas into a cohesive whole	CRI4: Applying sound reasoning to decision-making	COM4: Communicating with fidelity across distinct modes and mediums	COL4: Giving and receiving constructive feedback
CRE5: Realising ideas while recognising constraints	CRI5: Reflecting critically on one's own reasoning and assumptions	COM5: Adapting messages according to audience	COL5: Actively supporting and showing compassion for team members

Capability	Observable Behaviours		
Communication Sharing one’s vision and inspiring others	Students (working alone or with others) can clearly explain their musical ideas.	A student confidently offers or refines suggestions that shape the piece.	When working with others, students talk openly about how they want the song to sound and feel.
Communication Adapting messages according to audience	A student rephrases or simplifies their explanation to help others understand.	A student asks clarifying questions or invites feedback from peers.	Conversations or feedback exchanges lead to clearer decisions in the music
Creativity Developing personal taste, aesthetics, and style	Students choose instruments, rhythms or styles that reflect their own ideas.	Students make changes that show originality, rather than simply copying	Students use a genre as a base but add a unique twist
Creativity Being comfortable with risks, uncertainty, and failure	Students experiment with different sounds, instruments, or effects.	A student tries something, reflects on how it sounds, and adapts.	Students revise or discard ideas that don’t work without frustration
Collaboration Giving and receiving constructive feedback	Students ask for and listen to suggestions from peers or teachers.	A student adjusts their part after considering feedback.	Suggestions are exchanged respectfully and used to improve the song.
Critical Thinking Weighing pros and cons	Students discuss or reflect on different options (e.g. Rhythm, tempo, structure) before deciding	A student explains why one musical idea works better than another.	Final choices are made after thoughtful consideration of alternatives.

Safety Enabled Creative Risk

“

I'm just trying to improve the letter grade, and I don't look at the feedback that teachers have given me.”



“

Using the capability checkpoint allows for a bit more creativity ... you can also play around with how you do it.”



Safety did not lower expectations.
It gave students confidence to use feedback, experiment and revise.



The Leadership Turning Point

**The course transferred.
The practice did not.**



WHAT TRAVELLED

- ✓ Course outline
- ✓ Resources
- ✓ Capability framework



WHAT REMAINED

- ✓ The questions
- ✓ Calibration of choice and structure
- ✓ Feedback
- ✓ Timing of intervention
- ✓ Relationship and safety



Project 2.0 is Designed for Transfer

YEAR 8 MUSIC • TIM + TWO TEACHERS

We will build the practice together while all three teachers are close to the same work.

01



CO-DESIGN

Plan while
teaching the
same course.

02



SURFACE JUDGEMENT

Surface the questions,
feedback and decisions
behind the design.

03



COMPARE EVIDENCE

Look at student
responses and refine
together.

04



SHIFT OWNERSHIP

Step back deliberately
as teacher
confidence grows.

Agency

What students taught me about leading adults.

Agency does not emerge from freedom alone.

STUDENTS NEED

SAFETY • SHARED LANGUAGE • SCAFFOLDING • FEEDBACK • TIME

TEACHERS NEED

How Do You Amplify Good Practice?

Think of one practice or priority you want to spread across your school.

CAPTURE YOUR NEXT MOVE

01 ONE PRACTICE

What are you trying to amplify?

02 ONE LEADERSHIP MOVE

What will you do next to help it spread?

03 ONE PERSON OR GROUP

Who needs to shape and lead the work?

KEEP THE PRACTICE ALIVE

01 SHARED PURPOSE

What purpose or principles must remain consistent?

02 PROFESSIONAL AGENCY

What must remain open to teacher judgement and adaptation?

03 CONDITIONS FOR SUCCESS

What learning, support and structures will enable quality and shared ownership?





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**Government
of South Australia**
Department for Education