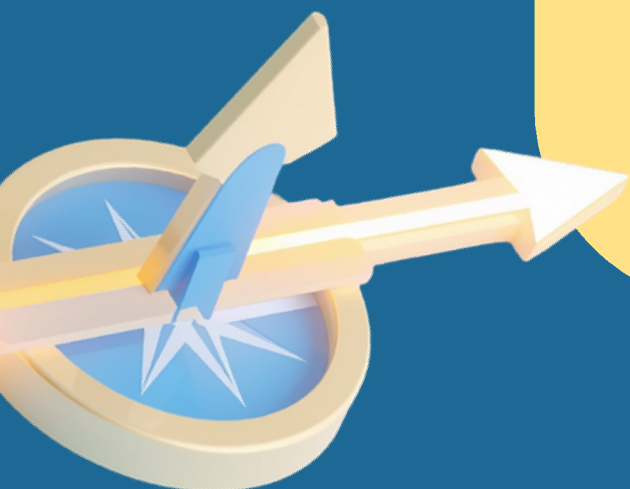


# UNLOCKING POTENTIAL: INSPIRING FUTURES

*A School Improvement catalyst at Mt Maria College Petrie (2024-2026):  
Embedding capabilities and career exploration across and beyond the  
curriculum.*

**Sally Carr**  
**Assistant Principal: Teaching, Learning & Pathways**  
**Mt Maria College Petrie**  
**(St Marcellin Catholic College, 2027)**  
**NeuroFutures**



**2026 CEQL Skills, Training and Pathways Symposium**



## What You'll Leave With

- 
- School Improvement Lens: Systems Thinking
  - Practical Strategies to Start a Conversation
  - Successfully Implemented Examples in Practice
  - Your One Next Step

## What You Won't Leave With

 A Career Development “Program”

# Zoomies: Systems Thinking

*Before Analytical Thinking*

## Associative Zoom Cycle

Zoom  
Out

**Contextualise** the complex systems with a systems scan.

Zoom  
In

**Analyse** the specific, complex aspects of a school to strengthen student outcomes

Zoom  
Out

**Identify** relationships to collaborate and interweave strategies.

Zoom  
In

**Evaluate** actions; logical, collaborative plan.

Zoom  
Out

**Calibrate** mindsets and buy-in from all stakeholders.

Zoom  
In

**Operationalise** the vision through processes, programs and follow through.

*How does your brain  
(and your team),  
approach complexity?*



NeuroFutures

[www.neurofutures.com.au](http://www.neurofutures.com.au)

**Associative Leadership Framework**

**Associative Zoom Cycle**

**Cognitive Diversity in Leadership**

**Sally Carr**

**[sallycarred@gmail.com](mailto:sallycarred@gmail.com)**

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# The Challenges We Face

- Disengaged Learners
- Disconnected Parents
- Overloaded Teachers
- Leaders who may not see the “big picture weave”
- Change Fatigue
- “Program” Fatigue
- Disconnected Curriculum
- Competing Priorities
- Pressure for Student Outcomes

We can see a schoolwide culture shift is needed.  
The vehicle could be career development...  
But how do we get our leaders on board?



# Why This Work Matters

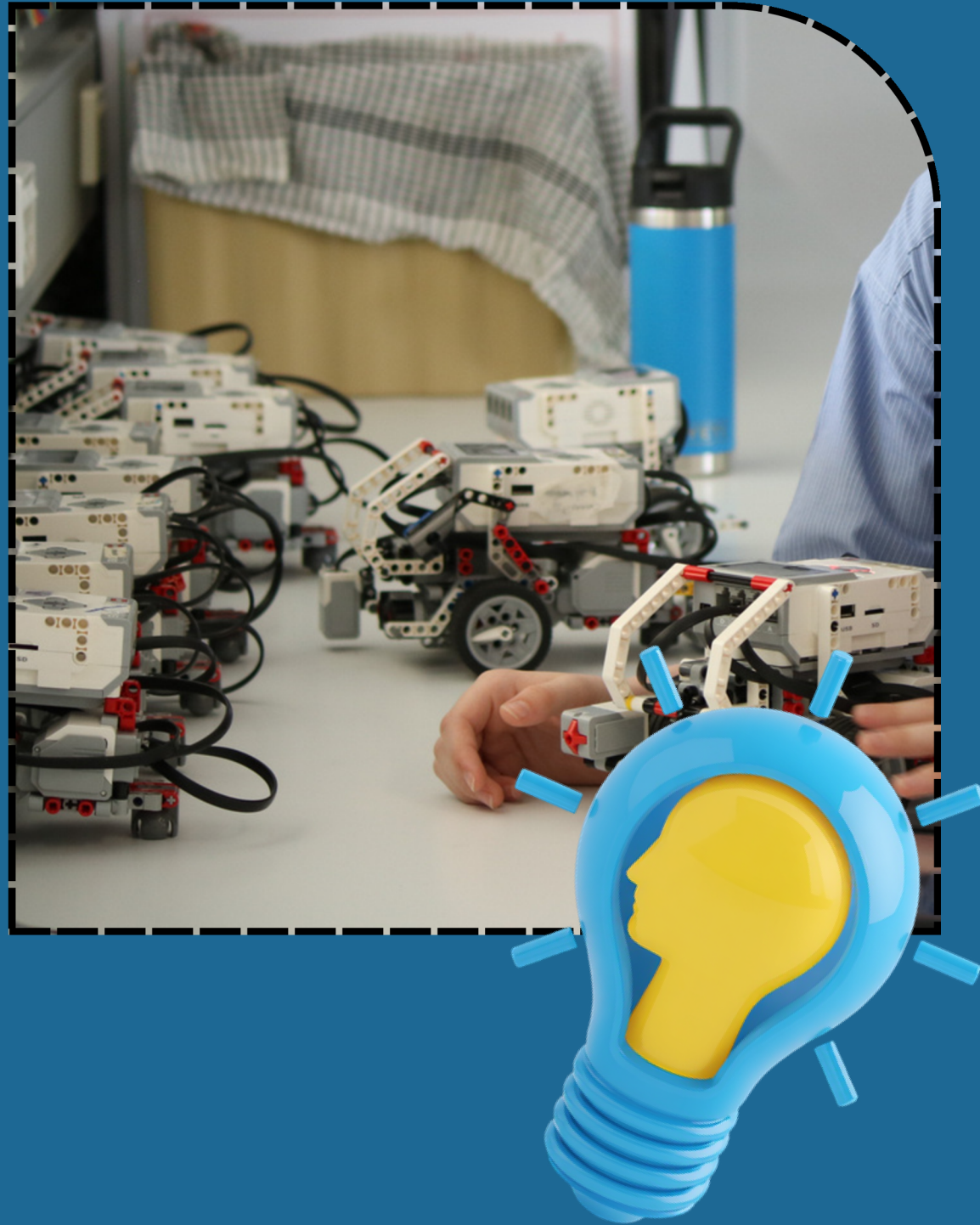
**Connection = engagement = active learners**

**Visible futures = builds hope**

**Capabilities = build agency and aspiration**

**Weaving career exploration and capabilities into everyday learning = unlocking potential and inspiring futures**

# Start with the Learner



1. Know the learner deeply. Name their strengths explicitly.
2. Build learner agency intentionally through capabilities and skills.
3. Make pathways visible. Create space for them to see themselves in their future.
4. Support these opportunities through school improvement strategies, risk taking and follow through.

## **Think of one real student in your care:**

- What are their strengths?
- What sparks their curiosity?
- What pathway might they not yet see for themselves?
- Do we facilitate this future? Can they try different things?

# Defining “Doing Careers”: The Now and the Future



A nested model:  
student capabilities  
sit within school provision,  
framed by a developmental lens,  
all supporting lifelong career  
development.



# The Silos...The Juggle...The Duckies

Zoom Out

SYSTEM SCAN/CONTEXTUALISE

What is the big picture here? What is the overall goal?



ANALYTICAL INVESTIGATION/ANALYSE

What are the ingredients to successfully implement?

Zoom In

Zoom Out

RELATIONAL MAPPING/IDENTIFY

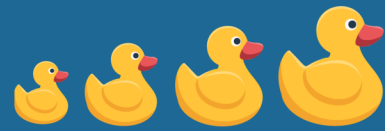
How can we articulate the strategy across the college to build buy-in and contribute to this whole school goal?



STRATEGY ACTIONS/EVALUATE

How can we be creative, future-focused and collaborative to co-build this interweaved strategy?

Zoom In



Silos do not work.

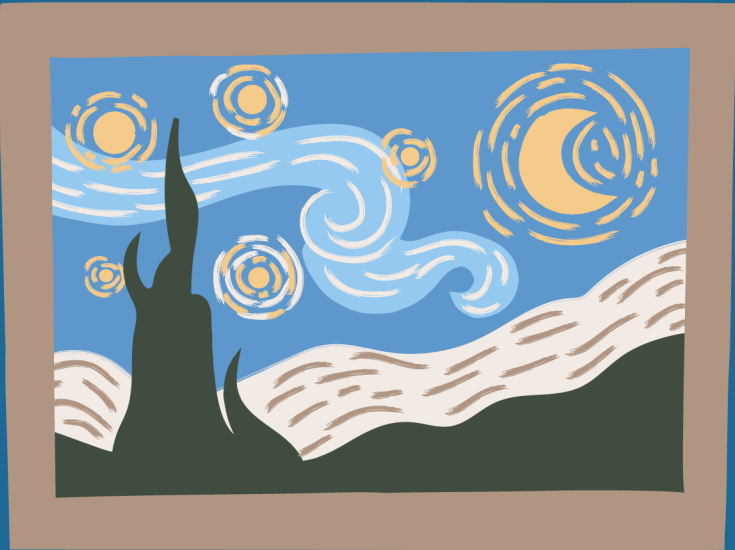


School improvement for improved student outcomes. Grounded in the strategic plan.

Agency capabilities,  
Curriculum design,  
Pathways flexibility,  
Real-world experiences

# Paint the Picture...Draw the Map

Leverage the aim of school improvement for strengthening student outcomes to elevate career development on the College agenda.



**Zoom Out**

SYSTEM SCAN/CONTEXTUALISE

How do we get career development and pathways triaged as a top priority for culture shift and strengthening student outcomes?

Paint the Picture...Draw the Map - Know your SIT Domains.



Weave the BCE Benchmarks for Quality Career Learning into the SIT



ANALYTICAL INVESTIGATION/ANALYSE

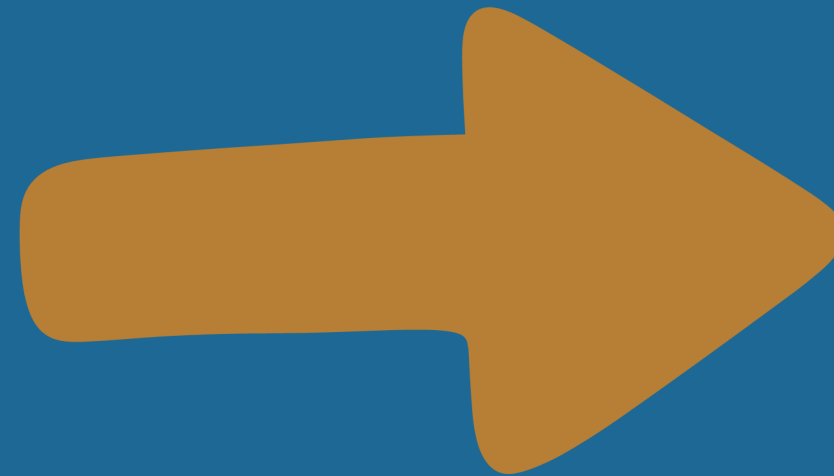
How can each of the School Improvement Tool Domains be interpreted through the lens of career development?

**Zoom In**



# From Pleading to Convincing

RELATIONAL MAPPING: MINDSETS & BUY IN





# Career Learning + SIT

## BCE Benchmarks for Quality Career Learning



### Career Education/SIT Domain 2 Analysing and discussing data

A high priority is placed on the school-wide analysis and discussion of a **broad range of systematically collected quality data related to students' career development, engagement in pathway activities, and overall wellbeing**. Data analyses consider whole-school trends, cohort patterns, and individual progress, including comparisons with similar schools and contexts, and evidence of improvement or regression over time. These insights **inform the setting of career education goals, targeted strategies to support pathway planning, and ongoing monitoring of student readiness for post-school options**. This approach ensures that every student is equipped with the skills, knowledge, and confidence to make informed decisions about their future.

### Career Education/SIT Domain 4 Targeting school resources

The school strategically applies its resources—staff expertise, time, funding, facilities, and materials—to **maximise career education and pathway outcomes for all students**. School-wide policies and practices are in place to **identify and address individual career development needs**. **Flexible structures and processes enable tailored support, ensuring students have access to guidance, experiences, and opportunities that prepare them for further education, training, and employment**. This **targeted approach ensures equity and responsiveness, helping every student to confidently plan and pursue their future pathways**.

### Career Education/SIT Domain 6 Leading systematic curriculum implementation

The school has a **coherent and comprehensive plan for implementing career education within the curriculum**, ensuring consistent expectations and clear processes for monitoring and communicating **student progress over time**. The plan embeds evidence-based teaching, learning, and assessment practices that **develop students' career knowledge, employability skills, and broader capabilities for lifelong learning**. It is designed through consultation with the school community and implemented flexibly to respond to individual student needs and local contexts. Regular evaluation and refinement of the plan ensure it maximises student outcomes, **preparing every learner for successful transitions to further education, training, and employment**.

### Career Education/SIT Domain 8 Implementing effective pedagogical practices

The principal and school leaders recognise that **highly effective career education is key to preparing students for successful futures**. They take a strong leadership role in establishing and communicating clear expectations for evidence-informed career development practices across the school. All teachers understand and apply **effective strategies to engage, challenge, and support every student in exploring pathways and building employability skills**. Implementation of these practices is strengthened through purposeful collaboration. Leaders work alongside teachers to draw on a range of evidence to **evaluate and continuously refine career education approaches**, ensuring maximum impact on student readiness for post-school options.

*This document offers a sector-informed interpretation of the School Improvement Tool (SIT), considering how Career Learning can be embedded as a strategic whole-school priority to improve student outcomes. While it is not an official system resource, it is intended to support professional reflection and dialogue by illustrating the strategic alignment, systems thinking and implementation coherence that underpin sustained school improvement.*  
Sally Carr (2026)

## Career Education/SIT Domain 1 Driving an explicit improvement agenda

The school leadership team and governing body have established and are actively driving a **clear, coherent, and context-appropriate agenda focused on career education and student pathway preparation**. This agenda reflects the school's vision, values, and aspirations, while incorporating the perspectives of students, families, teachers, and the wider community. It is **informed by research and analysis of school data** and is expressed in terms of **measurable improvements in student readiness for post-school pathways**, including further education, training, and employment. Specific targets and timelines have been set and **communicated** to students, families, and staff. High expectations for **student learning progress, engagement in career development activities, and overall wellbeing** underpin the school's approach, ensuring **every student is supported to explore options and make informed decisions about their future**.

### Career Education/SIT Domain 3 Promoting a culture of learning

The school is guided by a strong belief that **every student is capable of achieving success in their learning and future pathways**. A high priority is placed on fostering positive and supportive relationships between staff, students, and families to ensure **collaborative engagement in career planning**. Diversity is valued and celebrated, **recognising the unique aspirations and strengths** of each learner. There is a collegial culture of trust and support among teachers and leaders, and families are treated as **partners in preparing students for life beyond school**. The school promotes a **culture of continuous improvement** for both staff and students, with staff creating safe, inclusive, and orderly learning environments that encourage **intellectual rigour and informed decision-making about career options**.

### Career Education/SIT Domain 5 Building an expert teaching team

The school has established a strong, school-wide professional team committed to delivering **high-quality career education and pathway support for students**. There is a **clear emphasis on continuous professional learning for all staff to build expertise in career development practices, with shared responsibility for guiding students towards successful post-school options**. Explicit processes encourage **collaboration across the school and networking with other schools, industry partners, and learning organisations to broaden opportunities for students**. Leadership development is prioritised to ensure staff can champion career education initiatives and maintain a culture of innovation and improvement.

### Career Education/SIT Domain 7 Differentiating teaching and learning

The school places a high priority on **differentiated career education and learning experiences to ensure all students can successfully plan and pursue future pathways**. Teaching practices reflect the belief that **every student can make excellent progress towards their career goals, regardless of starting point, when provided with appropriate opportunities and support**. Teachers closely **monitor individual progress in career development and tailor activities to meet diverse needs**. Targeted interventions are in place for students requiring additional guidance, **ensuring equitable access to pathway planning, work-related learning, and transition support**.

### Career Education/SIT Domain 9 Building school-community partnerships

The school actively builds strong connections with its local and wider community to enhance students' career learning, engagement, wellbeing, and future opportunities. **Strategic partnerships are established with education and training providers, businesses, and community organisations to address identified career development needs**. These partnerships provide students with **access to authentic experiences, mentoring, and resources**—both physical and virtual—that extend beyond what is available within the school. **Families are recognised as essential partners in supporting their child's career journey**. All partnerships are regularly monitored to ensure they deliver intended outcomes and are embedded in the school's operations to sustain long-term impact.

Zoom Out

SYSTEM SCAN/CONTEXTUALISE

How do we get career development and pathways triaged as a top priority for culture shift and strengthening student outcomes?

ANALYTICAL INVESTIGATION/ANALYSE

Zoom In

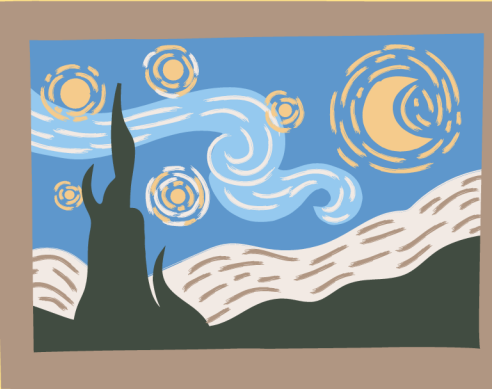
How can each of the School Improvement Tool Domains be interpreted through the lens of career development?

Paint the Picture





# Paint the Picture...Draw the Map



Zoom Out



RELATIONAL MAPPING/**IDENTIFY**  
MINDSET & BUY-IN CHECK/**CALIBRATE**

How can we articulate the strategy across the college to build buy-in and contribute to this whole school goal (without changing too much).



STRATEGY ACTIONS/**EVALUATE**  
OPERATIONALISING THE VISION/**ACTUALISE**

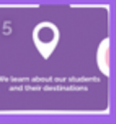
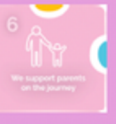
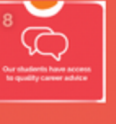
How can we be creative, future-focused and collaborative to co-build this interweaved strategy?

Zoom In





# School Improvement

| School Improvement Tool                                                             |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                            |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                                           |                                                    |                                                           |                                                     |
|-------------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------|
| BCE Benchmarks for Quality Career Learning                                          |                                                            | Domain 1:<br>Driving an explicit improvement agenda                                                                                                                                                                                                                                                                                                                                                                                                                                          | Domain 2:<br>Analysing and discussing data | Domain 3:<br>Promoting a culture of learning | Domain 4:<br>Targeting school resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Domain 5:<br>Building an expert teaching team | Domain 6:<br>Leading systematic curriculum implementation | Domain 7:<br>Differentiating teaching and learning | Domain 8:<br>Implementing effective pedagogical practices | Domain 9:<br>Building school-community partnerships |
|    | Career learning is a shared responsibility                 | Leadership sets clear expectations for career education across the school. Families are recognised as partners in career planning.<br>Staff collaborate internally and with external networks to support student pathways. (SIT1,3,4,5,7,8,9)<br>Clear expectations across the College; Annual Improvement Plan (AIP); Explicit Improvement Agenda (EIA); Middle Leadership Team; Teachers (curriculum and pastoral)<br>Mentoring and coaching; parent communications and the new PTIs model |                                            |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                                           |                                                    |                                                           |                                                     |
|    | Our students develop career management skills over P-12    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                            |                                              | Career education is embedded in the curriculum to build employability skills and lifelong learning capabilities.<br>Differentiated support ensures all students progress towards informed pathway decisions. (SIT4,5,6,7,8)<br>Phase-based and MTSS data-responsive approach: Middle Phase (Years 7-9): IMPACT; BECOME.ME; The Careers Dept Virtual Work Experience; coaching<br>Senior Phase (Years 10-12): Pathway Prep programs (Scholars, Combined, Industry Recruits, Supported); mentoring; flexible and responsive pathways                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                               |                                                           |                                                    |                                                           |                                                     |
|    | Curriculum and career learning are connected               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                            |                                              | Teachers are equipped to deliver career education and foster student agency. (SIT4,5)<br>Key staff are trained in career development practice, VET qualifications, coaching and SET planning processes; a broader cohort of teachers is trained in Heart of the Future through BECOME.ME modules; teachers and staff demonstrate student-centred, growth-oriented mindsets.<br>A coherent curriculum plan integrates career education with disciplinary learning. (SIT6,8)<br>Clear accountabilities in unit planning; innovation in curriculum design and integrated planning<br>Critical experiences championed through tertiary and industry partnerships; intentional connections to real-world experiences and purposeful career development; future-ready skills and dynamic project-based learning pedagogy; QCAA Career Education and VET qualifications in scope<br>Evidence-based teaching and assessment practices support and monitor students' career learning over time. (SIT7)<br>Extension and enrichment opportunities that are responsive to students' needs                                                                                                                                                              |                                               |                                                           |                                                    |                                                           |                                                     |
|    | We draw on community and industry partnerships             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                            |                                              | Partnerships are monitored for impact and embedded in school operations. (SIT4)<br>Seeking industry connections; connecting students with the real world. St Marcellin Catholic College 2027 launch includes celebrating our local and Moreton Bay industry, business and tertiary partnerships through a tiered structure of mutually beneficial support and an employment pipeline.<br>Strategic partnerships with businesses, training providers and community organisations provide authentic experiences and resources. (SIT9)<br>Partnering with tertiary institutions; targeted worksite experiences – visits, placements, SATs, Gateway to Industry Programs in Hospitality, Advanced Manufacturing (Engineering) and IT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                               |                                                           |                                                    |                                                           |                                                     |
|   | We know our students and their destinations                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                            |                                              | Systematic data collection and analysis track student engagement, career readiness, pathway confidence and post-school destinations. (SIT2)<br>Cohort mapping; Mentoring chats; Coaching goal setting; Targeted post-school connections; Transition planning processes for every student.<br>Crafting our learning culture, where every student builds agency to unlock their potential and confidently navigate their future. (SIT3)<br>Our Impact Pathways approach builds learner agency, thinking skills and wellbeing, while career exploration and data-informed guidance shape flexible pathways.<br>Students progressively design and refine personalised pathways through career development, exploring their strengths, aspirations and emerging opportunities, and responding to our experiential curriculum design. Teachers and staff demonstrate student-centred, high-expectation, growth-oriented mindsets.<br>Targeted development of student agency capabilities and data-responsive interventions accelerate learning progress.<br>Data informs targeted interventions and continuous improvement. (SIT7)<br>Student learning and pathway plans; Data tracking; Interventions; Extension (Scholars Program); Mastery Lab |                                               |                                                           |                                                    |                                                           |                                                     |
|  | We support parents on the journey                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                            |                                              | Resources and workshops empower parents to guide their child's pathway planning. (SIT3,4)<br>Promoting learning and pathways; visual resources; pathway events; targeted pathway strategies; connecting subjects and co-curricular opportunities; telling the story of Impact Pathways<br>Families receive clear communication about career education goals, timelines and opportunities. (SIT9)<br>A communication strategy to strengthen home-school partnerships; Pathways Evening; BCE Connect App; tips for at-home career conversations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                               |                                                           |                                                    |                                                           |                                                     |
|  | We use quality information and processes to guide students |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                            |                                              | Evidence-informed practices underpin career education delivery. (SIT2)<br>Responding to Future Jobs reports; industry data trends; the Blueprint for Career Development<br>Key staff are trained in career development and pathway planning.<br>Leaders and teachers collaborate to evaluate and refine strategies using reliable data. (SIT5,6)<br>Reviewing career education across the curriculum; BECOME.ME in Years 7-10; referrals to the Impact Pathways Team for intervention, guidance and extension                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                               |                                                           |                                                    |                                                           |                                                     |
|  | Our students have access to quality career advice          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                            |                                              | Students receive personalised guidance and targeted interventions based on individual needs. (SIT4)<br>Leader of Careers and Pathways; Career advising; Impact Pathways Team<br>Flexible structures ensure equitable access to career counselling and pathway planning. (SIT7)<br>Progress tracking; referral processes; responsive support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                               |                                                           |                                                    |                                                           |                                                     |

This framework provides a strategic crosswalk between the BCE Benchmarks for Career Learning and the School Improvement Tool (SIT) domains, demonstrating how Career Learning can be positioned as a lever for whole-school improvement. It outlines the deliberate strategies, leadership actions and implementation work undertaken at Mt Maria College Petrie from 2023 to 2026 to embed this priority and strengthen student outcomes. This sustained approach has contributed to a high-functioning IMPACT Pathways Team, empowered and accountable Middle Leaders, stronger pedagogical practice, high levels of student engagement, and a learning culture characterised by innovation, agency and authentic connections to real-world pathways.

From 2027, this strategic direction continues through the vision and identity of St Marcellin Catholic College.

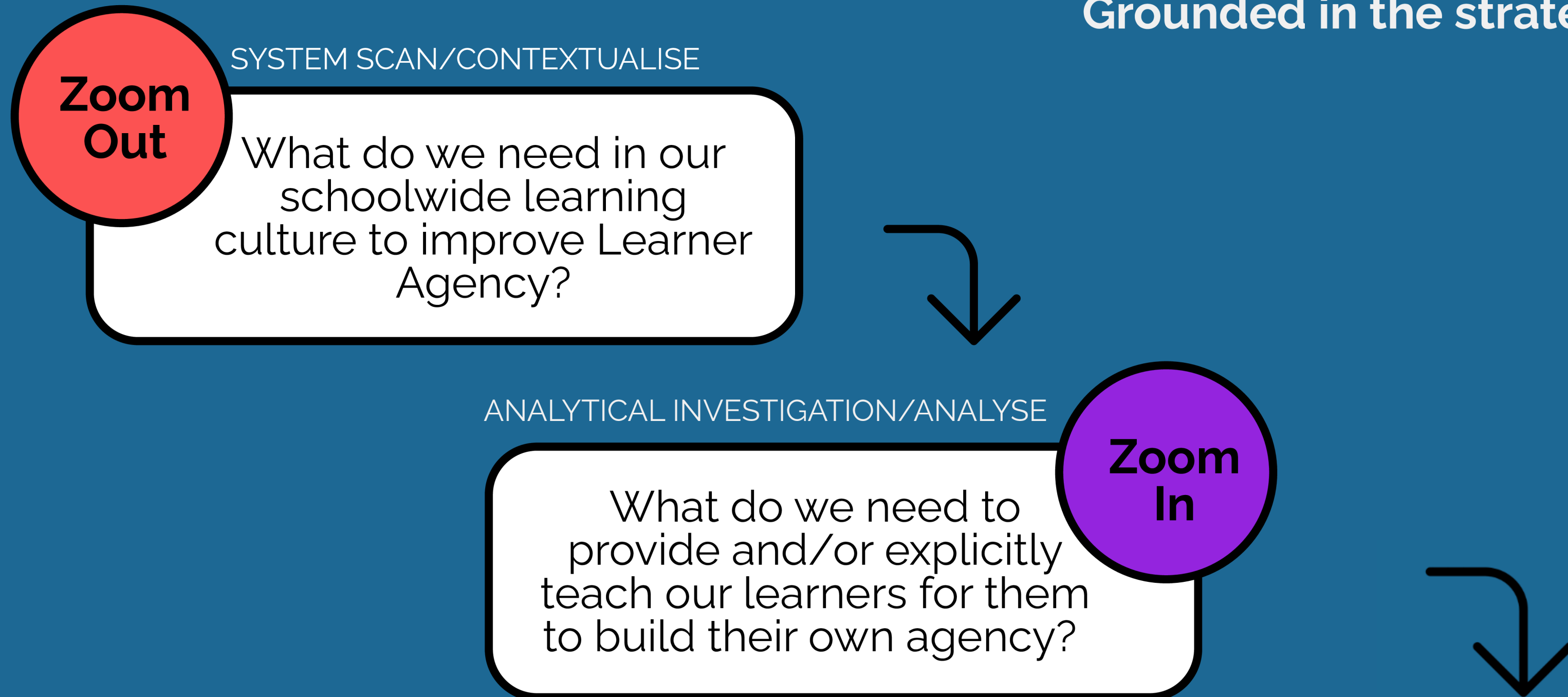
Sally Carr (2026)

| Terminology        | Definition                                                                                                                                                              | Interpretive Focus                               | Systems Lens                             |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|------------------------------------------|
| Career Learning    | The ongoing development of students' knowledge, skills, self-awareness and agency to understand themselves, explore opportunities, and make informed pathway decisions. | Whole-school learning focus                      | The overarching developmental lens       |
| Career Education   | The intentional teaching and learning experiences designed by schools to build students' career management capabilities and connect learning to future pathways.        | School-based provision and curriculum design     | The school's enabling structure          |
| Career Management  | The capacity to understand oneself, explore opportunities, make informed decisions and take purposeful action in relation to learning, work and future pathways.        | Decision-making, planning and pathway navigation | The student's capabilities in action     |
| Career Development | The lifelong process of managing learning, work, transitions and opportunities across changing personal, social and economic contexts.                                  | Lifelong pathway development and transitions     | The broader lifelong process it supports |



# Learner Agency at the Centre

School improvement for improved student outcomes. Grounded in the strategic plan.



**Student outcomes  
focused**

**Whole school learning  
culture to build agency**

**Engaging & Experiential  
Curriculum Design**

**Flexible & Responsive  
Pathways**

**Zoom  
Out**

SYSTEM SCAN/CONTEXTUALISE

What do we need in our  
schoolwide learning  
culture to improve Learner  
Agency?

**Zoom  
In**

ANALYTICAL INVESTIGATION/ANALYSE

What do we need to  
provide and/or explicitly  
teach our learners for them  
to build their own agency?

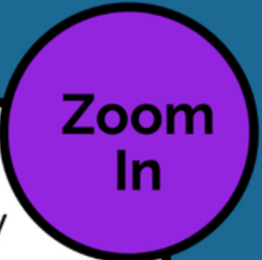




# IMPACT Pathways Approach

ANALYTICAL INVESTIGATION/ANALYSE

What do we need to provide and/or explicitly teach our learners for them to build their own agency?



I

M

P

A

C

T

(Mindsets for)  
**INNOVATION**  
(Curiosity & Creativity)

(Strive for)  
**MASTERY**  
(Personal & Academic Excellence)

(Visible, Flexible & Responsive)  
**PATHWAYS**

(Learner)  
**AGENCY**  
(Wellbeing & Capabilities)

(Flexible & Responsive)  
**CURRICULUM DESIGN**  
(Real-world Connections)

**TRANSFORMATION**  
(Student-centred & Schoolwide Marist characteristics)

# IMPACT Pathways: Implemented Practices

ANALYTICAL INVESTIGATION/ANALYSE

Zoom  
In

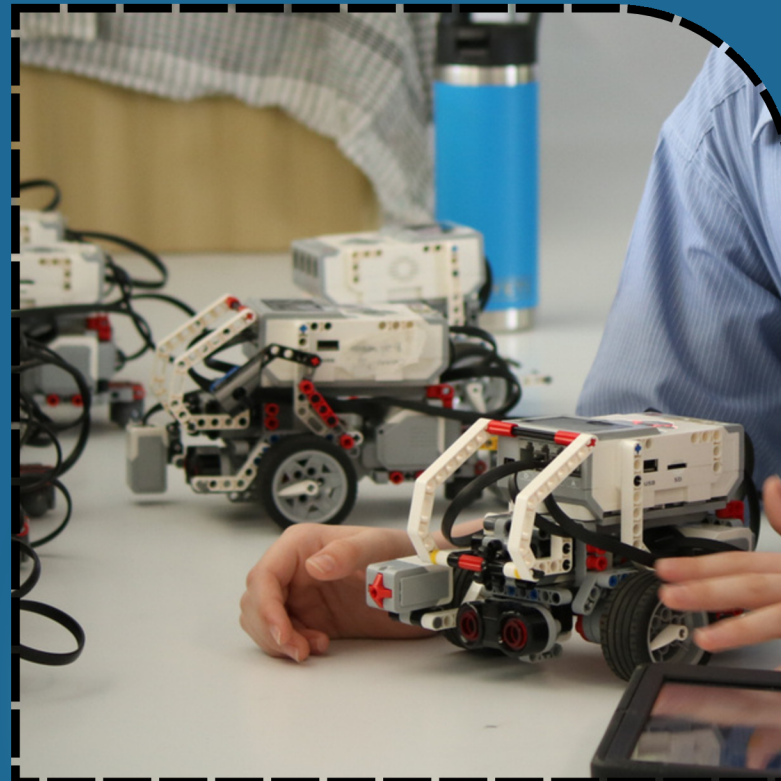
What do we need to provide and/or explicitly teach our learners for them to build their own agency?

## 1. Learner Agency

## 3. Visible Pathways

## 2. Curriculum Design

## 4. Authentic Experiences



Leadership in Action



# IMPACT Program: Learner Agency

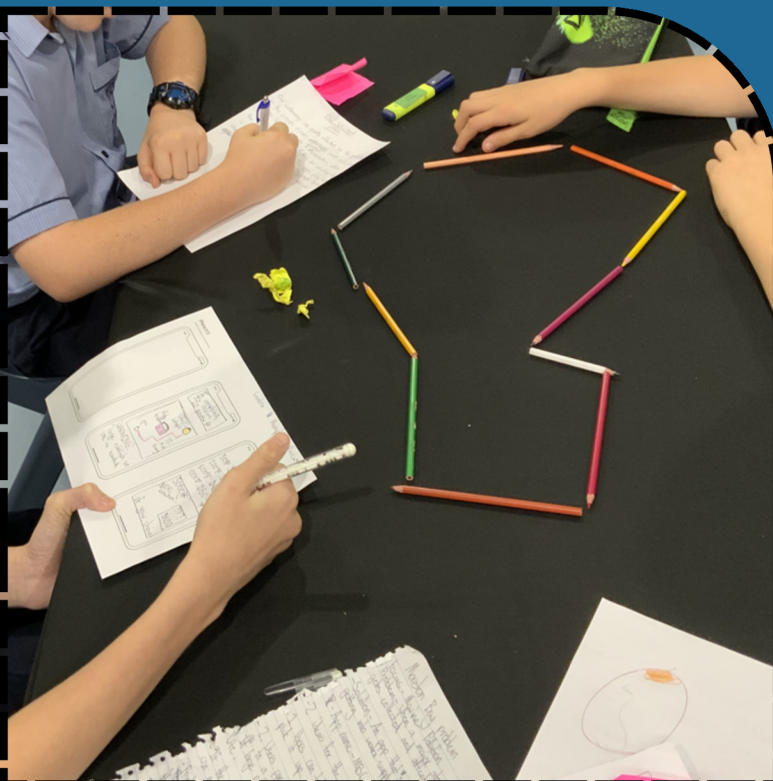
ANALYTICAL INVESTIGATION/ANALYSE

Zoom  
In

What do we need to provide and/or explicitly teach our learners for them to build their own agency?

## IMPACT Lessons

Capabilities for Agency  
Thinking Skills  
Metacognition  
Goal Monitoring  
Wellbeing  
Rock & Water  
Career Education  
Connected Curriculum  
Inquiry Projects



## Data Responsive Interventions

Literacy & Numeracy Interventions  
Classroom Responses  
SmartLabs  
DIBELS, PAT, NAP  
Reading Coaching  
Learning Habits Supports  
Pastoral Wellbeing



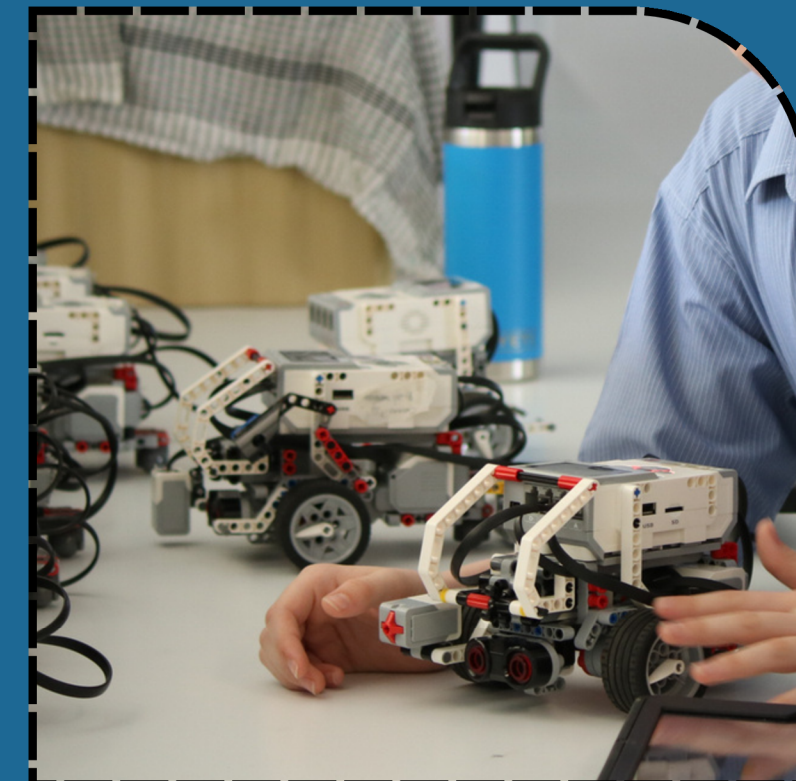
## Pathways & Career Exploration

Career Management  
BECOME.ME  
Experiments  
Project Showcases  
Virtual Work Experience  
Work site visits/tours  
Industry Connections  
Career Expos & Experts



## Data Responsive Scholars Extension

Learner Profile  
Data Analysis Skills  
Mastery Lab  
Learning Habits  
Academic Skills  
Special Interests  
Extension Experiences  
Mentoring ↺





# Teacher Activity: Designing Differently

Zoom  
Out

RELATIONAL MAPPING/**IDENTIFY**  
MINDSET & BUY-IN CHECK/**CALIBRATE**

How can we articulate the strategy across the college to build buy-in and contribute to this whole school goal (without changing too much).

STRATEGY ACTIONS/**EVALUATE**  
OPERATIONALISING THE VISION/**ACTUALISE**

Zoom  
In

How can we be creative, future-focused and collaborative to co-build this interweaved strategy?

real-world context  
problem

driving question

cross-curricular link

capabilities focus

pathway-industry  
connection

Shift mindset from “add-on” to “better design”.

1. **Ask teams to describe a traditional version of a unit**
2. **REDESIGN with these 5 elements every time, every subject.**

- *Normalise design mindset in unit planning.*
- *Draw directly on project-based learning and interdisciplinary connections.*
- *Remind them to play!*
- *School Leaders: Say yes-yes-yes to keep the innovation alive!*



# Teacher Activity: Design Pitch Lab

STRATEGY ACTIONS/EVALUATE  
OPERATIONALISING THE VISION/ACTUALISE

Zoom  
In

How can we be creative,  
future-focused and  
collaborative to co-build  
this interweaved strategy?

“we want real-  
world context”

“thanks for even  
asking”

“give us more  
challenge”

“I can see how this  
helps me grow”

“keep the human  
interactions”

## Elevate Student Voice in Learning

**Invite Teachers to pitch their next unit to a panel of students in the boardroom.**

- 1. Teacher Design Pitch (5 mins)**
- 2. Student PMI Reflection (5 mins)**
- 3. Feedback Collab (5 mins)**

- *Normalise student voice in designing learning.*
- *Teachers book a second round once planned.*
- *Remind the teachers to play!*
- *School Leaders: Say yes-yes-yes to keep the innovation alive!*



# Team Activity: “See It To Be It” Industry Links Challenge

STRATEGY ACTIONS/EVALUATE  
OPERATIONALISING THE VISION/ACTUALISE

Zoom  
In

How can we be creative,  
future-focused and  
collaborative to co-build  
this interweaved strategy?

meet a pro in situ

work site visits, tours,  
work experience

solve a local  
problem for locals

behind the scenes  
excursions

guest expert on  
campus

Make pathways visible across all learning  
areas an expectation.

- 1. Ask teams to identify one (more)  
authentic industry connection for  
their subject.**
- 2. What experience could students  
have to bring that connection alive?**

- *Emphasise real-world opportunities and help staff see that every subject can make pathways visible.*
- *School Leaders: Say yes-yes-yes to keep the innovation alive!*



# School Mindset: Get Them Out There!

STRATEGY ACTIONS/EVALUATE  
OPERATIONALISING THE VISION/ACTUALISE

Zoom  
In

How can we be creative,  
future-focused and  
collaborative to co-build  
this interweaved strategy?

Make pathways visible  
beyond the school.  
Connect & say yes!  
What experience could  
students have to bring their  
future alive for them?  
Emphasise real-world  
opportunities.





# Shift-Strategy-Action



## **One Mindset Shift:**

What belief about curriculum or pathways will you approach differently?

How will you help teachers see embedding capabilities and careers, not as extra work, but as better design for learning?

## **One Practical Strategy:**

Which strategy could you implement in your community?

## **One Next Action:**

What is the single concrete step you will take within the next week to make futures more visible for your students?



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### Email for Goodies

1. Presentation Slides
2. SIT/BCE BQCL Interpretation
3. MMCP School Improvement  
Tool/BQCL/Strategies Map

**Scan NeuroFutures for**  
Associative Zoom Cycle Tool etc



[www.neurofutures.com.au](http://www.neurofutures.com.au)

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**Associative Leadership Framework**  
**Associative Zoom Cycle**  
**The Weave Strategy**  
**Cognitive Diversity in Leadership**  
**Systems Thinking for Improvement**

