

YLab 2020

Department of Education & Training

SHOWCASING STUDENT CAPABILITIES

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SHOWCASING STUDENT CAPABILITIES

A report to support the Education Council's review of senior secondary pathways into work, further education and training.

February 2020

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EXECUTIVE SUMMARY

The Education Council commissioned a review into senior secondary pathways for young people in Australia. The review will provide advice and recommendations on how senior secondary students can be enabled to choose the most appropriate pathway to support their transition into work, further education and training. To support the review, YLab engaged 50 young people in February 2020 to ideate and test potential recommendations from the review and co-design prototypes that might showcase the full range of student abilities as a supplement to the ATAR.

This report outlines the insights gathered from the 50 young people who took part in one of four workshops in New South Wales (NSW) and Victoria (VIC) or one of 15 phone interviews. The workshops and phone calls were led, designed and facilitated by YLab Associates – young people with their own lived experience of secondary school pathways as well as facilitation and consulting skills.

The report highlights the multiple challenges participants faced in senior secondary school regarding decisions on pathways, what barriers they encountered during school, as well as structural inadequacies in education and employment. In the first series of two workshops, participants were given the opportunity to freely generate their own ideas. Participants created prototypes in the second series of workshops based on two concepts. The two concepts were the Learner Profile and Education Passport, documents that might capture skills and experiences of secondary students alongside the ATAR.

When speaking about their secondary schooling experiences, young people voiced the desire to have certainty about the right path for themselves and how to manage a wide range of interconnected pressures including familial and social. They emphasised the lack of personalised support to explore their interests and navigate pathways and that the variety of options available to them was actually a hindrance. Young people also spoke of heightened pressure to perform academically because of the focus on the ATAR and, as a result, the negative impact on their

mental health as well as the lack of mental health and stress management support. In particular they noted that students experiencing disadvantage were more affected in all of these areas.

On a positive note, young people who attended schools with strong work experience programs liked the opportunities these provided to network, be mentored, discover and develop their skills as well as strengths and bring about potential future work opportunities. They also highlighted the benefits of these programs for disadvantaged young people.

Particularly noteworthy is that participants from workshop one in both New South Wales and Victoria independently presented prototype models nearly identical to the Learner Profile and Education Passport concepts (refer to Prototypes 5, 6 and 7), without being introduced to these concepts.

Another theme consistently featuring in prototypes was having work experience activities embedded into their senior schooling. Participants envisioned these to expose students to various industries, work activities and work settings. This, in turn, would enable them to better understand themselves, as well as develop their skills from applied mentorship.

In relation to the Learner Profile and Education Passport concepts, participants liked the idea of a supplement to the ATAR that would provide a fuller picture of a person. They emphasised that it should be easy to use, consider the privacy of information, be formalised in the system (not an add-on), individualised to them and capture their interests and skills beyond academic activities.

The findings from these workshops present further assumptions to be tested and challenges to explore, as noted in the 'Recommendations' section. YLab suggests these possible areas to explore in additional consultations to develop the case for how student capabilities should be recognised alongside their ATAR and school grades.

BACKGROUND

What is the problem?

Automation, globalisation and flexibility are **rapidly reshaping** the way we live, work and learn. The World Economic Forum have declared that the most in demand jobs today didn't exist ten years ago and that many skills have a shelf life of only five years¹. In this changing environment young people are expected to navigate 17 changes in employer across five different careers².

Despite this rapid change, too many young people are entering the workforce **without the capabilities, knowledge and experience** they need to thrive. While 60% of young Australians aged 25 hold a post-school qualification, 50% of them are unable to secure more than 35 hours of work per week.³

This is coupled with young people making poorly informed post-school choices which **do not** align with their capabilities, interests, and career aspirations.⁴

Traditional ways of thinking about pathways can be counterproductive, as young people report being constrained by institutional, societal, and personal barriers (such as perceptions of what they can and should do after school) and the certification that they require.

Young people require more **support** to locate and navigate the growing amount of information to make these informed choices both within school and beyond it.

¹ The Future of jobs. (2016) World Economic Forum

² The New Work Reality. (2018) Foundation for Young Australians

³ Ibid

⁴ Review of Senior Secondary Pathways into Work, Further Education and Training. (2019) Education Council

The Foundation for Young Australians (FYA) research⁵ highlights four significant factors that can accelerate the speed of transition from full-time education to working full-time hours:

1. **Enterprise skills:** Transferable across jobs, these include skills such as problem solving, communication and digital literacy.
2. **Relevant paid employment:** Jobs were grouped into seven clusters as part of FYA's *New Work Mindset* research. By working 5,000 hours within a cluster, a young person can accelerate the transition to full-time work by 12 months.
3. **Future focus:** The *New Work Mindset* identified three clusters of work that are more future focussed, known as The Carers, The Technologists and The Informers. By choosing employment with a strong future focus a young person can hasten the transition by five months.
4. **Optimistic mindset:** A young person who is happy with their career prospects begins working full-time hours two months faster than a young person who is not happy with their career prospects.

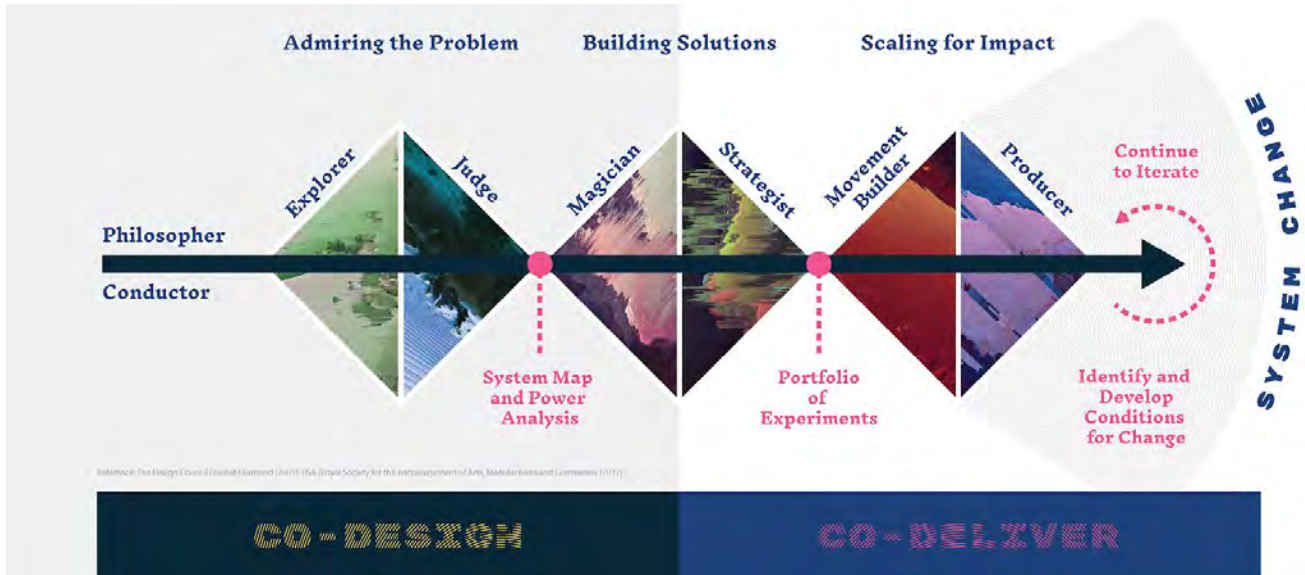
The Senior Secondary Certificate of Education (SSCE) which students leave school with has the potential to support the development of a student across factors one and four, increasing access to opportunities within factors two and three. It should record and assess the **full range** of a student's knowledge, skills and attributes to provide a better measure of them as a whole person. Students should also have the opportunity to demonstrate additional achievements gained in school, out of school, and post-school through a repository of **lifelong learning**.

What is YLab?

YLab is a social enterprise specialising in consulting, learning and digital storytelling, bringing the fresh thinking of diverse young people to complex social challenges. YLab exists to provide a platform for the unlike-minded to collaborate and utilise design and systems thinking approaches in order to change systems.

⁵ The New Work Reality. (2018) Foundation for Young Australians

What is co-design?



Caption: YLab's co-design framework, including stages such as 'admiring the problem', 'building solutions' and 'scaling for impact' and techniques such as a system map and power analysis.

Our framework is built from our deep experience of enabling young people to work in multidisciplinary and intergenerational teams to lead the design of programs, services, infrastructure, and content for young people. It leverages facilitation tools and techniques that address power dynamics within groups. This ensures that individual young people – including those who feel reluctant to speak up – feel a sense of agency and develop the courage to contribute.

Each segment in the framework (illustrated above) represents a design mode in the co-design process. The design process is not linear or sequential, hence modes can occur simultaneously, overlap or be repeated. YLab facilitators play a critical role in the co-design process by creating a space that is safe, interactive, engaging and honest.

Why co-design?

Co-design is a radically inclusive way of solving challenges with the people experiencing the challenges. Furthermore, no one person, actor or institution holds the key to improving or re-shaping the education system.

‘Doing’ co-design involves throwing away assumptions about the challenge, and empowers the people experiencing the challenge with a voice; this places value on their lived experience and expertise.

What is a Learner Profile?

A Learner Profile is a concept that would reflect a person’s broader range of skills and experiences alongside their academic record (of ATAR and subject results) as part of a senior secondary certificate.

What is an Education Passport?

An Education Passport is a concept which functions as an ongoing ‘living’ document that captures all of a person’s learning and experiences gained through both formal and informal education opportunities. The terms ‘Skills Passport’ and ‘Education Passport’ have been used interchangeably throughout the co-design and prototyping.

METHODOLOGY

Introduction

YLab’s approach to this particular co-design was divided into three main areas.

Workshop 1 focussed on admiring the problem and ideating (what we call ‘Magician’ mode⁶).




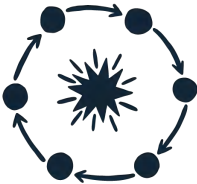
- a. Core to this workshop was the exploration of general design questions and ideating on them.
 - i. Sydney City: University of Technology Sydney – Monday 17th February 2020
 - ii. Melbourne City: Foundation for Young Australians – Wednesday 12th February 2020

Workshop 2 focussed on admiring the problem, ideating and building solutions (in ‘Strategist’ mode)

- a. The focus was to make prototypes of the Learner Profile and Education Passport concepts.
 - i. Newcastle: University of Newcastle – Tuesday 18th February 2020
 - ii. Western Melbourne: Brimbank Council – Thursday 13th February 2020

Phone interviews covered a combination of the objectives of workshop 1 and 2, yet were tailored to understanding the contextual factors of a wider audience.

- a. 15 phone interviews with young people from non-Eastern states

			
YLab recruited 50	YLab conducted 15	Workshop participants	YLab synthesised

⁶ Refer to YLab Co-design Archetypes in Glossary

participants aged 18-25	phone interviews	prototyped solutions	findings and provided recommendations
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Participant demographics

- All young people involved were **aged 18-25**
- Participants were a diverse mix of education system participation: **41%** had **graduated** from **University**, **31% completed** the **Higher School Certificate (HSC)** or equivalent, **14%** had obtained a **Diploma or vocational education** and **10%** had **no qualification**, while the remainder of respondents opted to not disclose their participation
- Altogether, participants had completed secondary school across all states and territories
- The majority of workshop participants identified as **female (54%)**, while **40%** were **male**, **4% non-binary** and **2% transmasculine**
- Most participants were living in the inner city or suburbs (**88%**), with **8%** residing in a **regional area** and **4%** in a **rural area**
- Given the comparatively small sample size of 35 workshop participants and 15 phone interviewees, caution is due when interpreting these results as indicative of Australian student populations

Highest level of completed study	Segment of participants
Bachelor or higher degree	41%
HSC or equivalent	31%
No qualification	10%
Diploma or advanced diploma	8%
Vocational education	4%

DATA

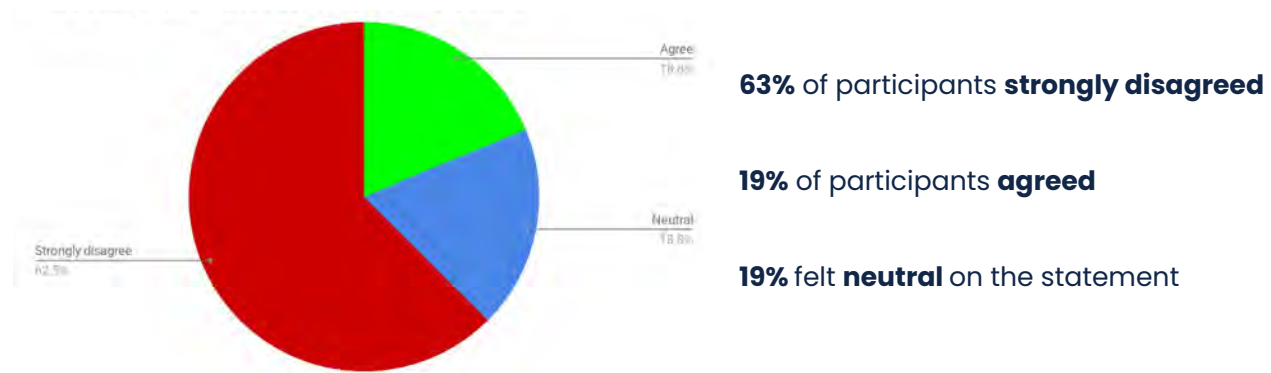
Snapshot of young people's lived experience of navigating pathways after school

Participants were asked to reflect on their experience of post school pathways. Their responses have been visually represented to highlight the themes, ideas and concerns they shared about this time – in particular, factors that shaped them in their pathways.

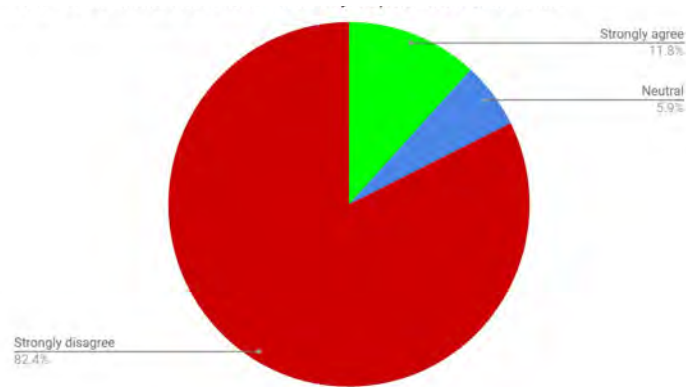


Image: Factors shaping participant post school pathway choices. The larger the text, the more responses on a theme. 'Mental health', 'No experience', 'Struggle in recognising skills' and 'Peer pressure' were common responses.

In another activity, participants were asked to position themselves on a spectrum representing their response to statements about their experience of schooling (*refer to Appendix II for infographics*).

Statement 1: "I had enough information about post-school options"**Participant responses**

- "It's hard to figure out what you want to do and I think you **need more guidance.**"
- "[When starting a degree] I **didn't really fully understand** what I was getting into at the time...In the end I didn't really like what I was doing, so I ended up changing my degree."
- [Being in a regional town] "They **didn't really explore [options]** like taking TAFE ... They just sort of said everyone should go to university."
- "My career counsellor gave me advice that wasn't culturally appropriate. She said to take a break and I'm like 'Asians don't take breaks'. I don't think she understood the fact that I can't change the **external pressures** and if I take a break I will be worse off and I don't think people get that. I think they **need to know about cultural boundaries.**"
- "I felt that the **expectation** was if you were wanting to go to uni, you must have known what you were doing and you didn't need as much **support** which is not true."
- "I had to do my own research."

Statement 2: “The ATAR is able to reflect all of my capabilities and skills”

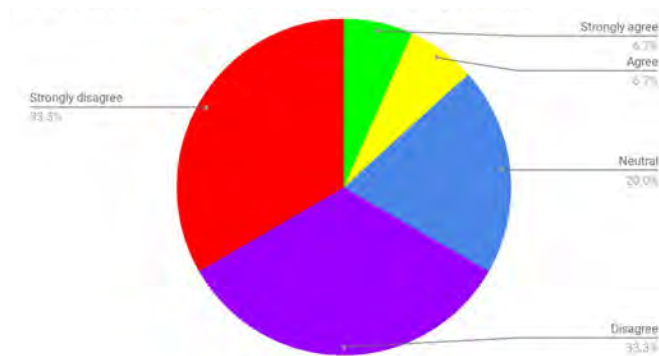
82% of participants **strongly disagreed**

12% expressed **strong agreement**

6% felt **neutral** on the statement

Participant responses

- “It just seems like it’s [ATAR] **just a competition**, [it] **doesn’t really show who you are.**”
- “I feel like students can do really good throughout high school but ... If you don't do good in that [year 12 exams] you end up with really bad mark.”
- “**Too much pressure** at the end of year 12 especially for people with anxiety that don't do well in tests while others do well on tests.”
- “People with high ATAR scores are intelligent but also handle stressful situations and have a stable home environment and all these other circumstances. **People are intelligent across all ATAR scores but there are outside factors that affect people's scores.**”
- “My personal opinion is that the entire score is kinda like an IQ test, but when I go back to Tonga it's not going to help me pull plants out of the ground, there is a context to the learning I think that ATAR scores are measurements that are a great base block, but **it's a brick that needs other bricks.**”
- “It tests you on how good you are at taking tests and not your other skills.”
- “I think judging on a bell curve is bizarre as well.”

Statement 3: “I have the confidence to navigate post-school pathways”

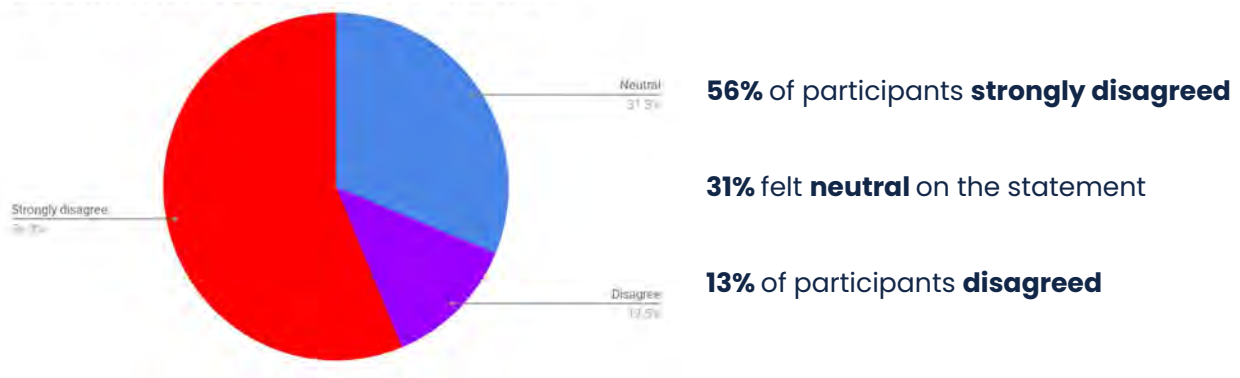
66% of participants **strongly disagreed or disagreed**

20% felt **neutral** towards the statement

14% showed some form of agreement

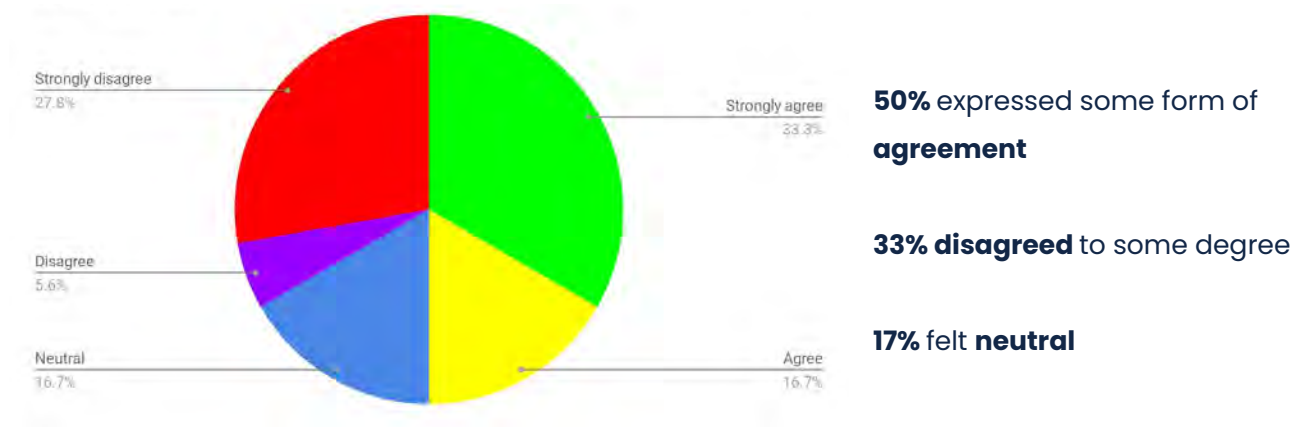
Participant responses

- “I think you really need **exposure** to really know what you want to do in university”.
- “I was **underprepared**, particularly for things like work experience, like going to find a part time job alongside uni and things like that and **being told I don’t have enough experience and enough references** so that was a big issue for me.”
- “Well I personally have friends who were very sure about their decisions on what they wanted to do and they had a plan for like how to get there, they had their ATAR calculated for how much they needed, and the other half is people that didn’t know what they wanted to do, they just kind of stuck around after high school, took a gap year or something and then, they just weren’t sure. I feel like I’m in the not sure category, personally, so that’s why I’m halfway in between.”
- “I think **you really need exposure to really know what you want to do in university**, because in high school no one learns subjects dedicated to what they want to do.”
- “I think with **my school, in my experience, there was a lack of, our school didn’t really care about our wellness and our mental health**, and I think at that age when you’re going through so many different changes late in school, it’s really difficult to navigate. After (school) you’re like, Oh my god, all this pressure and yeah it was just really really difficult, **I always thought that I had to really figure out for myself, and start from scratch, and that’s why I disagree.**”

Statement 4: "School developed the skills and mindsets I need for work"**Participant responses**

- "I think **they focus too much on crystallised intelligence rather than fluid intelligence** like problem solving logic, identifying patterns and things"
- "I developed some skills. It depends on the work force you are going into but you don't develop all the skills you need, so I would say that I got about 70 percent of my skills from school"
- "For me, it wasn't because of the school but in spite of the school, it was so unsupportive that you had to drive your own education and learning. So **going through that made me proactive**. The teachers did not provide you with everything and you had to get external support/resources."
- "My teacher discouraged me from reading more on topics from external resources, she said I should only focus on reading what's in the curriculum. When she said that it crushed my desire for learning. **Learning in high school was just about learning to get a grade not to grow.**"

Statement 5: "School provided me with the tools to understand my own skills and experiences"



Participant responses

- "If you're good at classic things like maths, english or science, or whatever, then school would provide you with the tools to do that...Other than a skill with a subject itself which is really the only thing highlighted in a school environment."
- "My **school definitely did set me up** [with careers programs] **but I know that wasn't the case for everybody.**"
- "We **weren't able to apply** what we learnt from school."
- "At school we only had one way to process information as **opposed to how you learn in the real world.**"

Additional key findings

Mental health

The following themes were consistently observed:

- “PUSH” factors influencing students towards certain pathways
 - A strong sense that not all pathways are socially acceptable, especially ones which don’t involve university
 - A “stigma surrounding particular professions”;
 - Experiencing pressure from people in their lives, such as being told by others what professions to go into or what courses to do
- “PULL” factors encouraging students away from certain pathways
 - Concerns about maintaining friendships, whether to do a similar course or embark on a new pathway and risk growing apart

Barriers to opportunities in education and employment

The following themes were consistently observed:

- Having limited or no professional experience
- Not having the knowledge of resources
 - For example, lack of a willing careers advisor or trusted adult and in the absence of these, uncertainty on who to ask
- Being more likely to go along with recommendations of family or friends
- Pressures to choose certain pathways: from parents, school groups and cultural influences

Recommendations:

- Clearer education on pathways
- Providing tools to help students navigate expectations of family members

Preparedness for life after school

The following themes were consistently observed:

- Experiencing a large gap in the skills required for daily life
- A sense amongst some participants that school develops little more than focus and memory

Recommendations:

- A stronger focus on life skills education (potentially taught as part of the curriculum or externally)

Having choice and flexibility in pathways

The following themes were consistently observed:

- The significant role of familial expectations (some participants had support and others did not)
- Pressures from non-family members
- A sense that moving from one pathway option to another is time wasted

Other factors affecting their options

The following themes were consistently observed:


- Feeling overwhelmed by choice, resulting in students choosing pathways which were more familiar (e.g. attending university or enrolling in a course that one of their relatives completed)
- A long commute can result in feeling tired and/or high financial costs
- A lot of pathways have a strong focus on academic achievement over personal achievements

Recommendations:

- Messaging given to students about the outcome of education should emphasise the broader skills they obtain, rather than merely an ATAR

Phone interview findings

Phone interview participants had a variety of life experiences and this came through in their responses to the Education Passport and Learner Profile. The 15 phone interviewees have been synthesised into fictional personas. These personas group participants who shared similar life experiences to convey a sense of their situation and how that might have shaped their response to the concepts.

Persona #1: Mika	
<ul style="list-style-type: none"> • 22 years old • Living in Regional VIC • Moved away from home to become a Freelance Graphic Designer 	<p>High school experience:</p> <ul style="list-style-type: none"> • Decided they didn't enjoy school • Focused on folio work • Finished year 11 • Left school and went to Ballarat TAFE • Doing part-time 3 days a week • Commuting was a bit of a struggle
<p>Post-school pathway:</p> <ul style="list-style-type: none"> • No support or information or what you could go on to do • No careers counsellors • Didn't realise there were any other pathways available other than university • Found out through their own research that TAFE was an option 	<p>Thoughts on solutions:</p> <ul style="list-style-type: none"> • Learner profile sounds really good • Skills should be recognised for different subjects E.g. For an arts student, applications that are used (photoshop) and recognition of basic design skills • 'This could show areas where they can improve • Education passport should capture study and work experience and performance in a work environment • Shows where students are at in life • Could highlight what support they could benefit from

Persona #2: Jordan

- 20 years old
- Living in Brisbane, QLD
- Studying full-time, working part-time



High school experience:


- Pretty stressful
- Year 11 and 12 were pretty difficult
- Applied for university - struggled in terms of the ATAR requirements


Post-school pathway:

- Did not get in their degree on their first go, had to start an Arts degree then transfer into preferred degree
- Part-time retail worker at Coles through all of high school and then into university
- Different nature of regimented high school learning into university learning was particularly challenging
- 18-months transition period




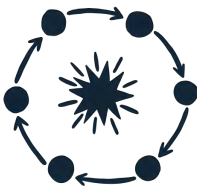
Thoughts on solutions:

- Sounds very interesting, you would need systems in place to manage them
- Better than what there is currently
- Really good ways of capturing people skills and experience beyond ATAR
- Helps make assessments and character judgements based on their actual experience

Persona # 3: Rianna	
<ul style="list-style-type: none"> • 19 years old • Living in Darwin, NT • About to move interstate for university 	<p>High school experience:</p> <ul style="list-style-type: none"> • Knew that they wanted to study commerce • Worked part-time throughout high school, played soccer, did volunteer work
<p>Post-school pathway:</p> <ul style="list-style-type: none"> • Achieved desired ATAR • Decided to undertake a bachelor of commerce degree at the University of Melbourne, as it is one of the highest rated Institutions in the country for this degree • Felt as though there would be much greater career opportunities for commerce in Melbourne • Moving to college in Melbourne • Felt unsupported about how to apply to university and the barriers moving from Darwin; financial, leaving behind family and friends 	<p>Thoughts on solutions:</p> <ul style="list-style-type: none"> • Learner Profile needs standards for tasks to be met to 'unlock' them on your profile (gamification) • Skills should have a performance grading from a referee • Didn't think Skills Passport was different to a resume

Persona # 4: Alex	
<ul style="list-style-type: none"> 23 years old Living in Perth, WA Completed high school in rural WA 	<p>High school experience:</p> <ul style="list-style-type: none"> Graduated high school without obtaining an ATAR
<p>Post-school pathway:</p> <ul style="list-style-type: none"> Went directly to working in the fitness industry then decided to go university. Sat a STAT test and is now studying an bachelor degree 	<p>Thoughts on solutions:</p> <ul style="list-style-type: none"> Thought the solutions should be integrated with curriculum as well as TAFE/university/employer processes It should appeal to students and parents as well, as it's summarised and lifelong so would continue throughout your entire career The Learner Profile would benefit from a person responsible for it e.g. a pathway planner: <i>"having meetings every now and again with that person to look at the profile together"</i>

Solutions & prototypes

			
We interviewed 15 young people to explore the challenge	We designed with 35 young people to develop solutions to the challenge	They developed 19 prototypes	These tested assumptions to validate and iterate solutions

In this section, the prototypes will each be individually presented and explained as well as assessed against the criteria of a hypothesis tree. The hypothesis tree aims to map whether a prototype meets criteria deemed important by young people.

The categories include **personal understanding, communication, legitimacy** and **equity**. Each of the categories are explained below; these are presented with the criteria used to assess them.

Challenge	Category area	Criteria
Would a Learner Profile/Education Passport help students access education and employment opportunities post-school?	Personal Understanding Students will better understand themselves (their own skills, values and attributes).	Does it enable students to have the tools for self-reflection?
		Does it provide opportunities to try out new activities and decide what they like/dislike?
		Does it provide the confidence to make decisions for work or study?
	Communication Students have the mechanisms to convey their skills, values, and attributes to potential employers and educators.	Does it mean employers will be better placed to make informed hiring decisions?
		Will it provide educators with a better understanding of students' capabilities for evaluating further education opportunities?
	Legitimacy Institutions recognise the evidence for students capabilities as reliable.	Does it require multi-institutional support to be effective?
		Are contributors' credentials subject to authentication?
	Equity A mechanism which demonstrates skills, values and attributes will level the playing field for disadvantaged young people.	Does it provide opportunities for young people who cannot access extra-curricular activities to be less disadvantaged?
		Will it mean disability, health and wellbeing issues will be less of a barrier to education and post-school options?

Prototype assessment table

<p>✓ Lower in meeting the category area</p> <p>✓✓ Medium in meeting the category area</p> <p>✓✓✓ Higher in meeting the category area</p>				
Prototypes IG: Independently-generated EP: Education passport LP: Learner profile	Personal Understanding	Communication	Legitimacy	Equity
1) IG: The Life Experience	✓✓	✓	✓	✓✓
2) IG: UInterview	✓	✓✓	✓✓	✓
3) IG: The Personality Spiritual Journey for the Afterlife of School	✓✓	✓		✓
4) IG: School workshop program	✓✓	✓	✓	✓
5) IG: UAC Enrol	✓	✓✓	✓	✓✓
6) IG: The Portfolio	✓✓			✓
7) IG: Passport 2 U	✓	✓✓	✓	✓

8) EP: Skills Passport entry template	✓	✓✓	✓	✓✓
9) LP: Extra activities diary	✓	✓	✓	
10) LP: Learner Profile Online Program	✓✓	✓✓	✓	✓
11) EP: Social Work in Schools	✓	✓✓	✓	✓✓
12) EP: Step Up Program	✓✓		✓	✓
13) EP: Edupass	✓✓✓	✓✓		✓✓
14) LP: My Learner Profile	✓	✓	✓	✓
15) LP: This is me	✓	✓	✓	✓
16) EP: iLead	✓✓✓	✓	✓	✓
17) EP: My Digital Diary	✓✓	✓✓	✓	✓
18) IG: UAC Enrol	✓	✓✓	✓	✓✓
19) EP: U Pass	✓✓	✓	✓	✓
20) EP: Pass -> Port	✓	✓	✓	

Independently generated prototypes

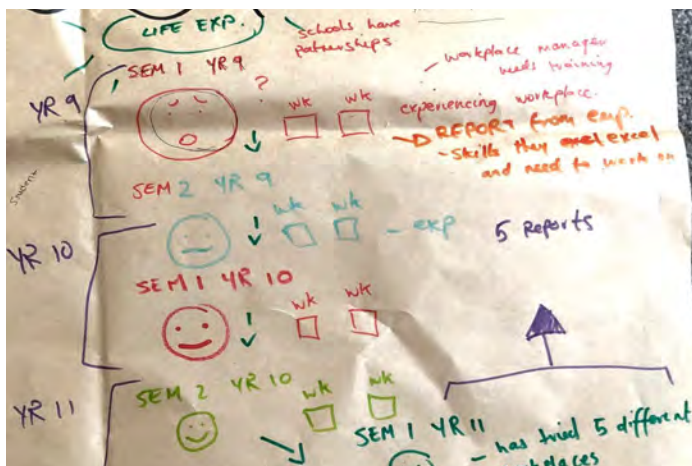
YLab ran activities during workshop one asking participants to reflect on their experiences and the commonalities and differences between these. YLab presented participants with a series of framing questions, known as **'how might we'** questions. Participants were then given freedom to develop ideas for solutions with the support of facilitators. Workshop participants formed groups around these questions and voted on which ideas would be developed into a prototype to be demonstrated to their peers.

It is worth noting that in this first phase of the co-design no-one was prompted to think of the Education Passport or the Learner Profile and had not been introduced to either concept.

Please note in the overview of each prototype, we have sought to uphold the original wording used by workshop participants when first describing them.

Design question 1: How might we assess and recognise skills beyond what your ATAR was (eg. life skills, work experience, team sports etc)?

Prototype 1: The Life Experience



Caption: participant-generated prototype, showcasing a range of experiences gained by a user.

The pitch:

- Helping students gain more life experience to help navigate their school pathways by doing work experience
- “It’s about life experience”

How it works:

- Students undertake a rotation of five two-week work placement sessions across year 9 to the middle of year 11. A report from each placement is given to the students’ careers counsellor

What’s in it for them:

- Feedback in the form of a report about one’s strengths and skills learnt
- Experiencing 5 different workplaces and multiple industries of their choice, and learning different skills
- Helping them make more informed decisions about life post school

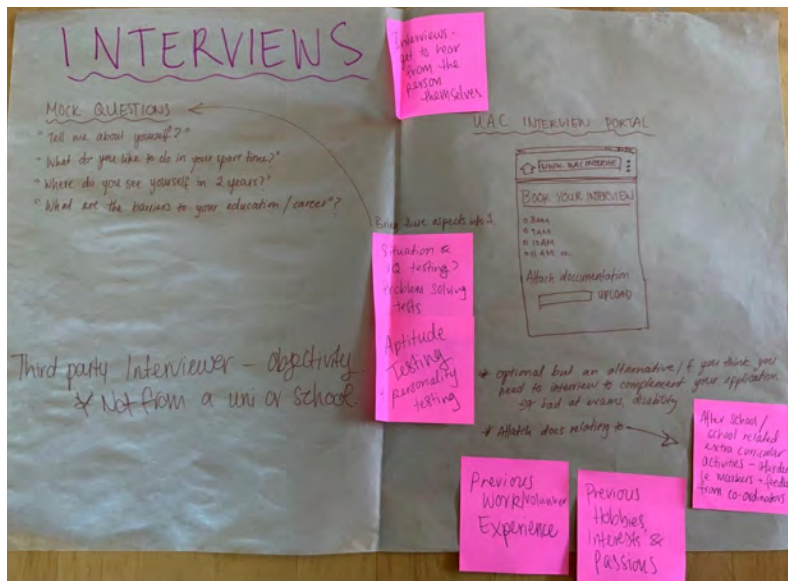
What makes it great:

- They believed this would give students a better insight into themselves and the possible careers or study pathways they could take post high school
- They believed the reports would also work as a letter of recommendation to complement the ATAR (as an additional measure) or shift it

Feedback from peers:

- Concerns related to its compatibility with the school curriculum
- “Who would bear the costs of the program?” Students or perhaps the school?

Prototype 2: UInterview



Caption: participant-generated prototype, a phone app and associated online platform.

The pitch:

- Providing prior information about a candidate “so the interviewer doesn’t walk in blind”

How it works:

- An app that would be used to book interviews with an external assessor who assesses interests and personality and passes the information to universities for application purposes
- Other documents on their experiences outside of an ATAR could also be uploaded through the app to form an application
- It may also contain responses to job interview questions, for example “tell me about yourself”

What’s in it for them:

- The ease of use provided by an app

What makes it great:

- A platform that can be used by both employers and young people

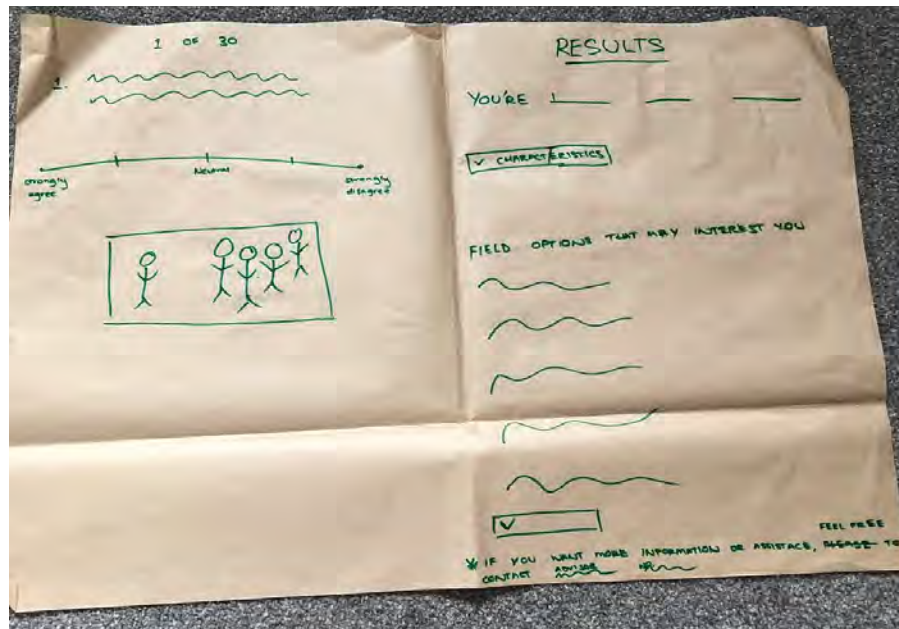
- An independent assessor who is not a school or tertiary provider

Feedback from peers:

- “Having it on an app makes it really convenient for everyone”
- Consider how to train teachers to prepare those different opportunities for students because it is heavily reliant on the school to go out and make those connections

Design question 2: How might we help young people finishing high school understand the skills they have built, and communicate them with future employers or education providers?

Prototype 3: The Personality Spiritual Journey for the Afterlife post School



Caption: participant-generated prototype, displaying various characteristics of a user including relevant career fields.

The pitch:

- “It’s not about defining people”

How it works:

- A personality test to help students learn more about themselves, with 25–30 questions based on school experiences that help them learn about their likes and dislikes. It caters more to their school experiences. For example, asking questions: ‘During group presentations do you feel anxious?’
- At the end of the test, each student will receive three words to describe them. The test results will give a selection of types of careers that might be suitable to the skills they have and the things they enjoy

What’s in it for them:

- A list of education institutions where you can study different things to pursue a particular career
- Teachers have access to it so they can understand how to guide a student in a way that is personalised

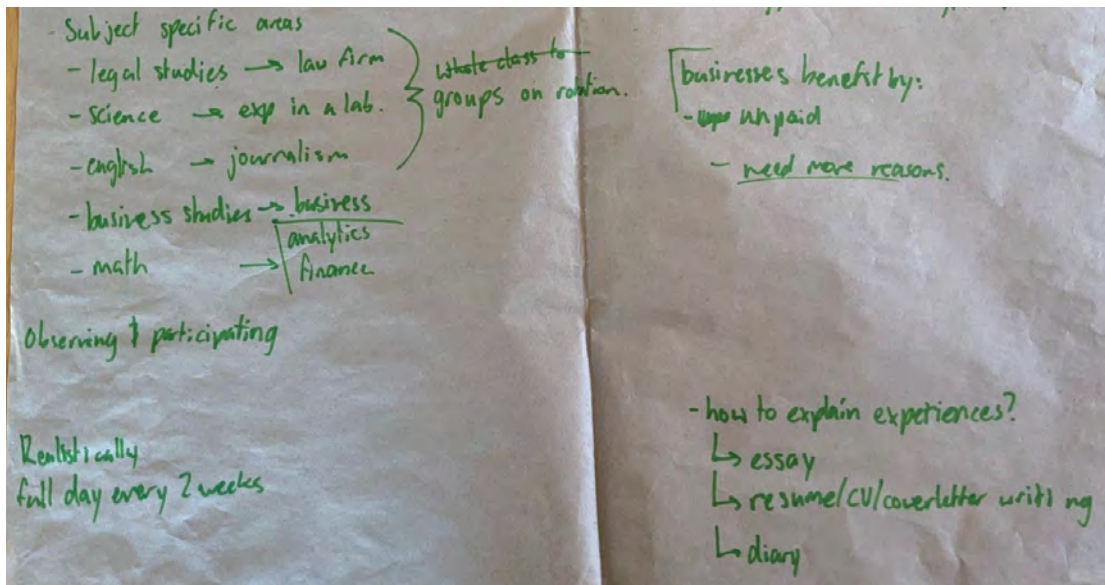
What makes it great:

- Caters well to students’ school experience to help them learn more about themselves
- The three words are believed to help students answer the “tell me about yourself or describe yourself” question in a way that is based on skills, strengths, likes and dislikes

Feedback from peers:

- “How helpful is it to categorise people?”
- In what ways can this account for other factors such as mental health or negative life experiences?

Prototype 4: School Workshop Program



Caption: participant-generated prototype, a workshop program which is combined with documenting users' experiences.

The pitch:

- Work experience to develop knowledge and experience

How it works:

- A program to be implemented in schools to give students opportunities for work experience across a range of subjects, rotating through different workplaces
- In the process students would document their skills and experiences with a daily reflection and an end of experience report

What's in it for them:

- Experiencing different workplaces allows for the discovery of their real-world interests
- The ability to present their skills to employers and universities once they are finished

What makes it great:

- Provides a record of students' out of school experiences

- Government funding would ensure parity of experience across lower- and higher-socio-economic status (SES) schools
- Businesses gain unpaid work while also participating in a corporate social responsibility initiative

Feedback from peers:

- "I like that idea a lot [daily reflecting]"
- "I really like the try-before-you-buy idea, I really would have benefited from that"

Design question 3: How might we help education providers and employers recognise the skills you have built beyond what your ATAR was?"

Prototype 5: UAC Enrol

UAC - Enroll

Student No:

Name:

HSC Results:
/ ATAR

Degree Preferences:

Supportive Documents: **UPLOAD**

The documents you upload here will contribute to the acceptance of your preferred degree application.

These documents can include relevant volunteer or work experience, travel experience, personal hobbies or interests.

You can also include any limitations or difficulties you faced during schooling, ~~etc.~~ Financial instability, mental health issues.

Caption: participant-generated prototype, a user profile showing academic results, preferred degrees and support documents.

The pitch:

- "It's kind of like a resume, it's highlighting different skills so that they can better understand you as a person when they're assessing [your application]"

How it works:

- A website where students upload details about themselves outside of their ATAR. For example, their experiences and their hobbies or interests
- It could showcase limitations or difficulties that a student faced during schooling

What's in it for them:

- University and employers might have better understanding of a student and know how to support them

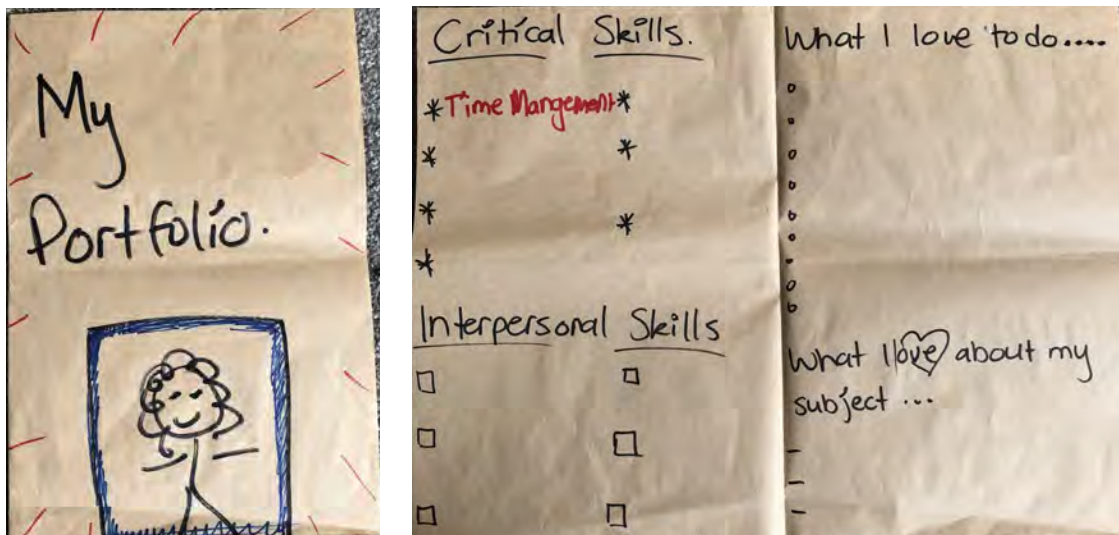
What makes it great:

- Students may receive extra support from a tertiary provider who understands their needs and circumstances
- Students could gain extra credit towards work or university by demonstrating hardship or life experience

Feedback from peers:

- Concerns around the disclosure of mental health and whether universities and employers would discriminate against students if they did list past mental health issues
- Legislation incentivising universities and employers to hire school leavers particularly from particular areas should be implemented

Prototype 6: The Portfolio



Caption: participant-generated prototype, a profile allowing the user to document their skills, hobbies and subjects they love.

The pitch:

- To help students develop a clearer idea of what they'd like to do after high school as they are given the opportunity to learn about themselves
- "Expose yourself to the skills you'll need for life beyond high school"

How it works:

- A portfolio which students fill out about themselves during high school

What's in it for them:

- Self reflection, self awareness through learning about their likes and dislikes
- A framework for researching the skills a student needs to reach their pathway and understand what they need to develop in to get there
- Giving students an opportunity to find for themselves life beyond high school, their future of work and what is feasible

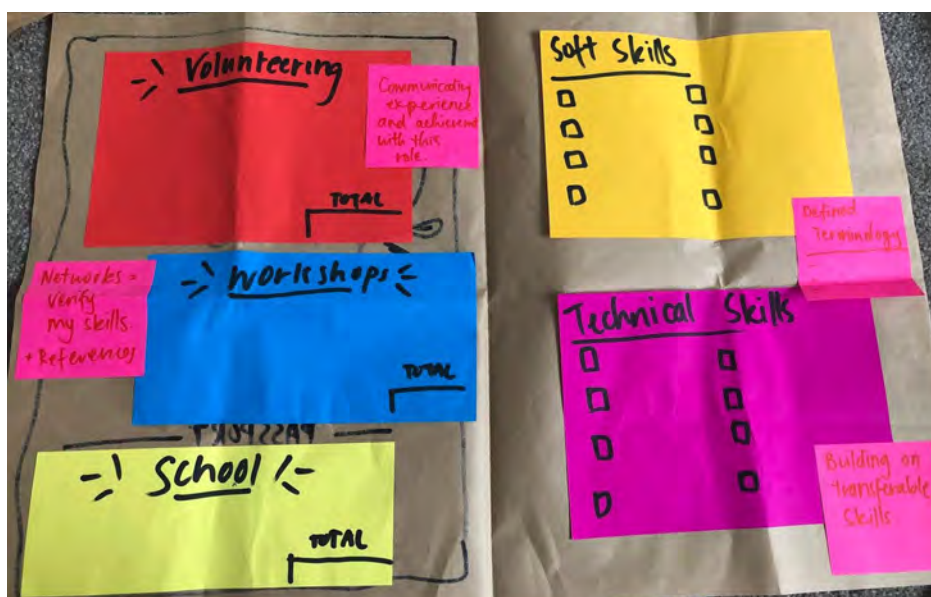
What makes it great:

- Provides the opportunities for the self-exploration of interests to minimise the common situation of students changing or dropping out of a university degree within the first year

Feedback from peers:

- Helping students work towards pathways is always valued

Prototype 7: Passport 2 U



Caption: participant-generated prototype, a document that lists volunteering, school, workshops completed and skills.

The pitch:

- “It’s not about a checklist of skills, it’s about feeling confident to communicate those skills and use the terminology in interviews and in workplaces. The goal is not to get a job but to understand where you’ve come from so it’s about self-awareness.”

How it works:

- Presents details such as volunteering and workshops attended as microcredentials or extra learning, jobs worked and experiences gained (all of these may have given a student different skills) to employers

What’s in it for them:

- Communicating a student’s skills, activities and projects they’ve worked on

What makes it great:

- Employers see the wide range of activities which have contributed to their skills (captured in a way that a 2 page resume often doesn't represent)

Feedback from peers:

- A belief that this would assist young people in communicating their skills to employers using terminology that is relevant to the working world

Introduction to the Education Passport and Learner Profile

The second phase of workshops introduced young people to the two concepts of an Education Passport and a Learner Profile. In the interests of not constraining creativity during ideation, YLab only provided participants with a simple framing statement:

Concept	Framing statement
Education Passport	An Education Passport is an ongoing 'living' document that captures all learning and experiences gained through both formal and informal education opportunities throughout a person's lifetime.
Learner Profile	A Learner Profile reflects the broader range of the skills and experiences of students alongside the ATAR and subject results as part of senior secondary certification.

Design question 4: How might we create an Education Passport so that students are not further burdened by work?"

Prototype 8: Education Passport Entry Template

EDUCATION PASSPORT
ENTRY TEMPLATE

NAME OF EXPERIENCE
eg. "learning French" "Worked at Tohi Jewellery"

DURATION
eg. Working hrs, no. of months spent abroad

KEY ATTRIBUTES REQUIRED
eg. for learning language "discipline" "perseverance"
"cultural awareness"

BIGGEST SURPRISE IN THE EXPERIENCE
" " " "accented chaos chaos"
"social fearlessness & empathy"

OF YOURS
THE SINGLE SKILL WHICH THE EXPERIENCE IMPROVED THE MOST

THE BIGGEST NEW THING/SKILL THE EXPERIENCE TAUGHT YOU

THE BIGGEST (MONETARY) STRUGGLE YOU FACED

SIGNATURE & RELATION TO SPONSOR

Caption: participant-generated prototype, a profile allowing users to document their experiences.

The pitch:

- "Taking the trouble out of writing a resume by providing students with the questions they need to answer about themselves and their experience"

How it works:

- Students answer questions in their own words
- Normalising experiences such as writing a resume

What's in it for them:

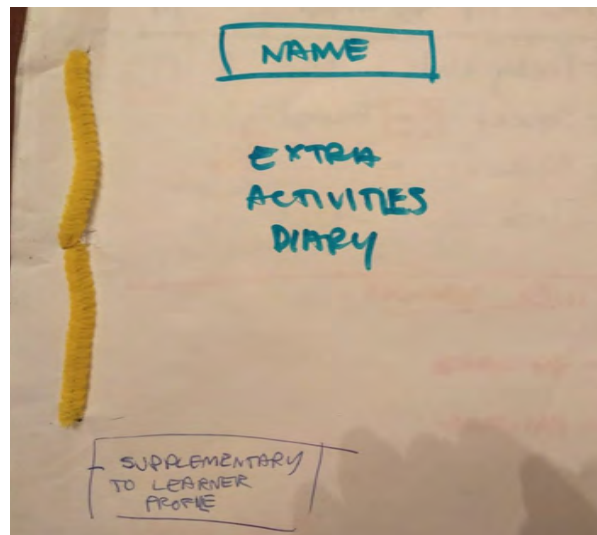
- Ease of use in updating

What makes it great:

- It does not discriminate based on academic ability compared to real life ability
- It would allow employers or education providers to compare candidates with similar attributes

Feedback from peers:

- “Start it as soon as you start school or get your first job so that it’s a good reflection of all your experiences”
- It would work best in online format, available Nationally
- Could be improved by linking it to MyGov, and creating it alongside a Tax File Number

Design question 5: How might we create a Learner Profile so that students are not further burdened by work?”**Prototype 9: Extra Activities Diary**

Caption: participant-generated prototype, a diary that supports participation in and learning from extracurricular activities.

The pitch:

- Complementing the Learner Profile to encourage students to get involved in extracurricular activities

How it works:

- Students receive a diary containing the regular school timetable, as well as:
 - Extracurricular activities available within the school timetable
 - A page of reflection about activities the student is involved in
 - A page of skills that the student has improved on or learned

What's in it for them:

- Encouragement for students to make space in the normal school timetable for other extracurricular activities (e.g. poetry or pottery)

What makes it great:

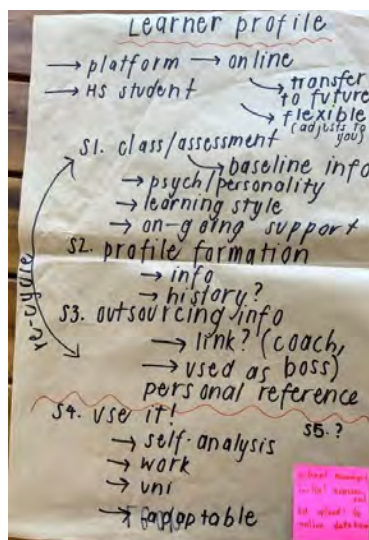
- It's self-driven learning

Feedback from peers:

- "Love the respect for non-traditional learning"
- Very original idea and personalised
- Needs some form of incentivisation

Design question 6: How might we create a Learner Profile so that it reflects students' skills and capabilities outside school?

Prototype 10: Learner Profile Online Program



Caption: participant-generated prototype, a profile that hosts peer and mentor references as well as personal learning.

The pitch:

- A flexible way of learning about yourself

How it works:

- Stage 1: Students beginning high school undergo a class or assessment to obtain baseline information on their personality type and preferred learning style (self-learning guided by their teachers)
- Stage 2: Upload insights from Stage 1 and invite someone the student knows to do a peer/mentor assessment (e.g. teacher or swimming coach)
- Stage 3: Publish online
- Stage 4: Return to update their information and review their progress

What's in it for them:

- It's not a one-off commitment and furthermore it's something that is adaptable to the user

What makes it great:

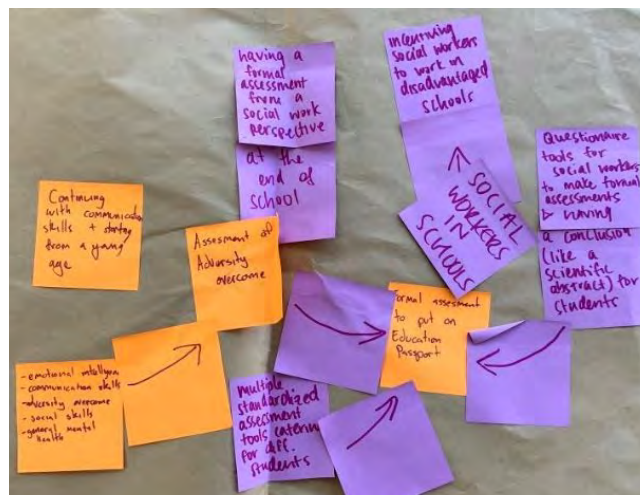
- It can be used only for personal reference (getting a job and to support university applications)

Feedback from peers:

- "Who does the assessments? And what happens if the assessment is done by someone who provides an unfair assessment of you?"

Design question 7: How might we create an Education Passport so that students from disadvantage are not further disadvantaged?

Prototype 11: Social Work in Schools



Caption: participant-generated prototype, a tool that would support users to resolve social issues and facilitate self-learning.

The pitch:

- It's essential to have social work in schools as disadvantaged students have problems often caused by social and/or family issues

How it works:

- Currently teachers are both teaching and having to solve social problems in students' lives yet teachers are not trained in social work
- Bring in trained social workers to spend 1:1 time with a student (this then fits into a holistic assessment at the program conclusion)
- A tool for social workers to write a conclusion and synopsis about a student

What's in it for them:

- Students with difficult situations would get a leg up via support and self-learning and something to present to an employer

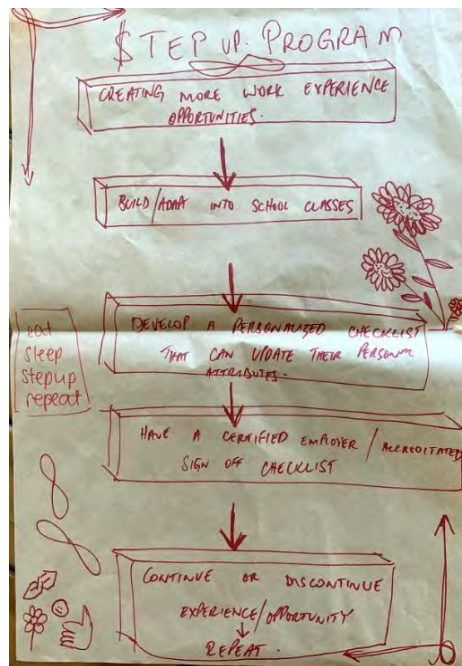
What makes it great:

- Education institutions and employers get a better understanding of the student's situation and circumstances

Feedback from peers:

- Questions on how the time with social workers would fit with class time
- A concern that students might lie about needing support
- An understanding that funding for such initiatives will likely be limited

Prototype 12: Step Up Program



Caption: participant-generated prototype, a program of in-school talks and work placements.

The pitch:

- A better system of work placements: Providing work opportunities for kids in high school by bringing in people from outside for industries

How it works:

- Industry experts from a variety of industries visit schools outside of class and talk to the students (1:1)
- Work experience placements and additionally students can seek a new experience if they don't benefit from it
- Students are provided with a checklist (e.g. flow chart) so they understand the skills and personal attributes achieved during their work experience

What's in it for them:

- Students can get accredited and certified from their experiences

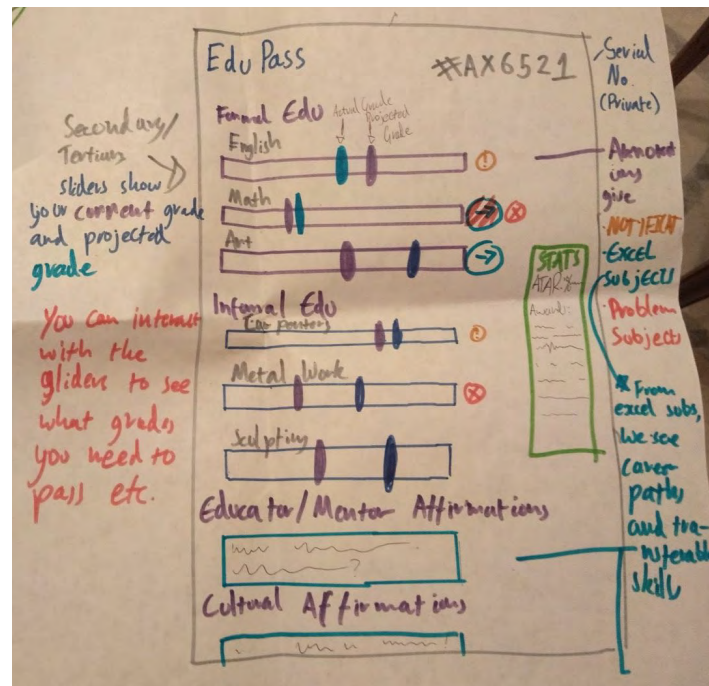
What makes it great:

- Students are not stuck in a placement

Feedback from peers:

- If it took place during class time, it would put pressure on students
- It could happen once a week or four times per term

Prototype 13: Edu Pass



Caption: participant-generated prototype, a portal that highlights users' skills and areas for improvement.

The pitch:

- This is an online portal designed for students to showcase their skills while remaining anonymous to avoid discrimination from decision makers in further education and potential employers

How it works:

- The students are provided with a serial number within the online portal to hide their identity
 - "It's really embarrassing to ask for help when you are failing"
- The online portal allows students to track their grades online for each subject, receive notifications, identify where they can improve and how to achieve the grades without having to ask the teacher

- The online portal also includes students doing work outside of the education system (e.g. metal work, sculpting, sports)
- Through the online portal these skills are recognised with a mentor affirmation
- “You can't get a grade with the metal work that you did in your backyard but you can get a mentor affirmation”

What's in it for them:

- Recognising skills outside of school
- Empowering students to track their own formal and informal education
- A representation of their contribution and skills across many parts of their lives

What makes it great:

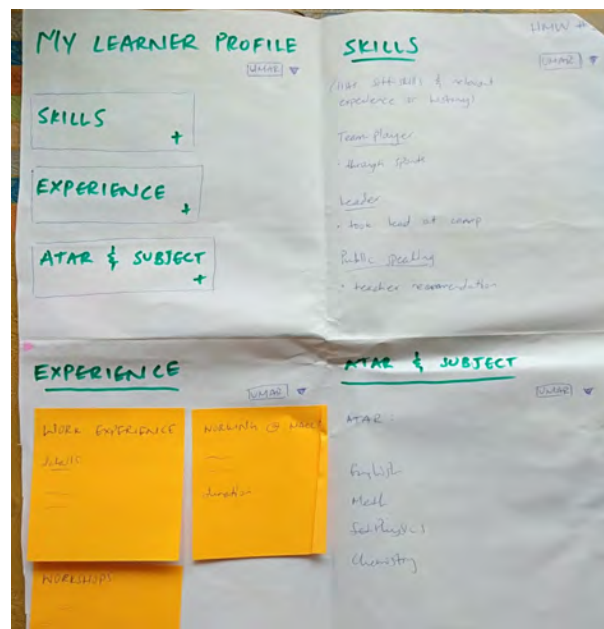
- The serial number protects student privacy
- Less chance for a student to be discriminated against (e.g. based on location, gender, age, identity) when seeking employment or further study

Feedback from peers:

- The serial number and affirmation were extremely popular
- One participant suggested “cultural affirmation is great for unpaid labour e.g. emotional labour [demonstrated when interacting with others] in LGBTIQA+ spaces would be useful for LGBTIQA+ students”
- Some participants liked the way this demonstrated improvement or how a student has developed
- “Needs to be more accessible to those that don't have access to internet”

Design question 8: How might we create a Learner Profile so that students from disadvantage are not further disadvantaged?"

Prototype 14: My Learner Profile



Caption: participant-generated prototype, a profile that lists skills, experience and subjects – both current and completed.

The pitch:

- This is a simple website similar to MyGov where students can update their skills and achievements. It is almost anonymous so that there is no discrimination against students

How it works:

- A website where teachers and students can access details of a student's achievements
- There is a skills page and that is where teachers can add skills that they think students have

What's in it for them:

- Having the input of teachers helps as "students sometimes don't realise what they know is a skill"

What makes it great:

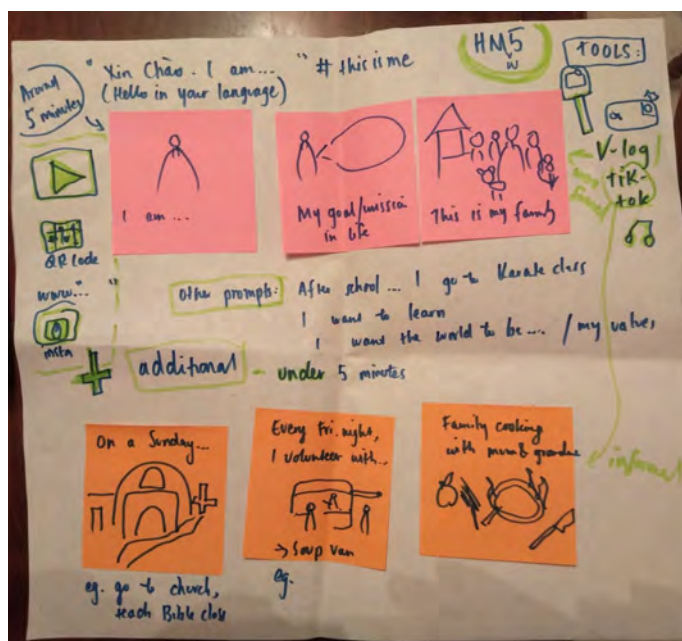
- Doesn't list students' personal details
- Avoids discrimination from external decision makers

Feedback from peers:

- As personal details are not included this could potentially remove bias and discriminatory practices for further education and employment, However, it does not eliminate teaching malpractice. Teachers could potentially use the website to encourage some students and harm other students if it is not reviewed carefully
- "I like teachers adding skills that they think students have"
- "I like how it takes away stress and students are able to get credit for their experiences"
- "You should have a notification to accept or deny access to your account"
- This motivates students to log their activities

Design question 9: How might we create a Learner Profile so that it reflects students' skills and capabilities outside of school?"

Prototype 15: This Is Me



Caption: participant-generated prototype, a profile where users create a video to tell the story of their capabilities and experience.

The pitch:

- The ATAR score does not reflect students capabilities and skills outside of school
- Students can record a video to demonstrate their skills and capabilities

How it works:

- Students can introduce themselves in a five minute video to share their story, hobbies, goals, passion and achievements on a platform which allows them to be creative and personal

What's in it for them:

- A tool for self-reflection
- Mechanisms to present skills and capabilities to further (tertiary) education decision makers

- Gives students the chance to share their purpose

What makes it great:

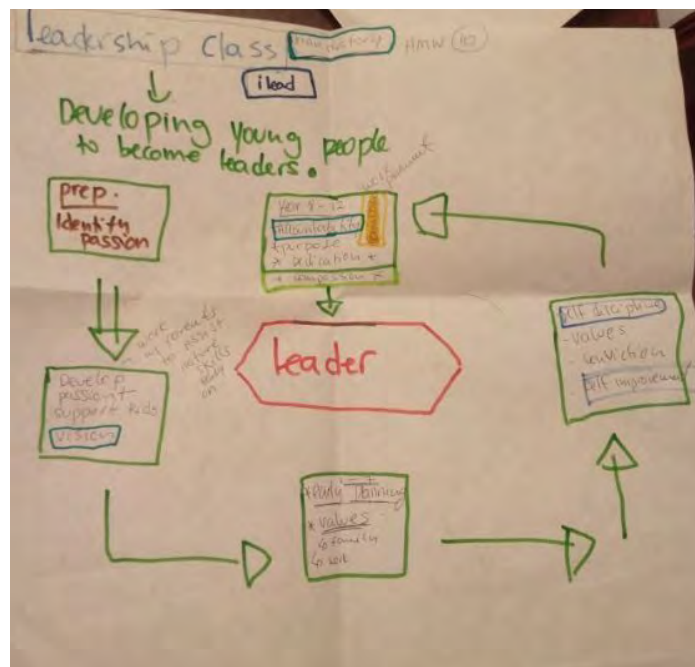
- This idea lets people show their individuality

Feedback from peers:

- Not all young people are comfortable recording themselves
- It may feel invasive (as it doesn't suit shy individuals)
- "An interactive video would be great"
- A concern around how it benefits a student in finding skills they don't have

Design question 10: How might we create an Education Passport so that it reflects students' skills and capabilities outside of school?

Prototype 16: iLead



Caption: participant-generated prototype, a series of classes and work placements to foster leadership qualities.

The pitch:

- “Investing in young people to become leaders for themselves”

How it works:

- A system of mandatory classes and work placement from primary school to high school, developing leadership skills. Class topics would include work life balance, self discipline, self improvement, leadership and a student’s vision
- Potentially integrating the existing year 10 work placement with work placements taking place from years 8 to 12 and focus on student passions
- A variation on the Education Passport as the reflection and learning happens before the passport is made

What’s in it for them:

- Tackling the challenge of young people not knowing what they want in their career or future

What makes it great:

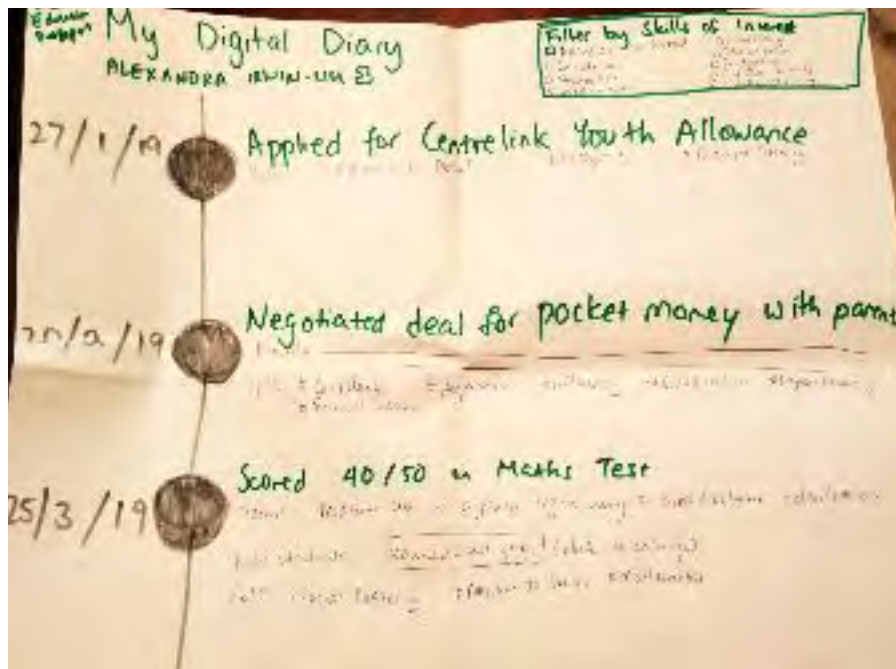
- Combats the problem of students not being given the space to ask ‘why’ or reflect on their actions

Feedback from peers:

- “Love how it makes people accountable for their passion”
- “Love this, individualised mentorship and strength development is really needed and life skills beyond the shallow. Self maintenance education in HPE class”
- Concerns over who facilitates or teaches this session

Design question 11: How might we create an Education Passport so that students' capabilities and achievements are recognised by education institutions, employers and teachers?"

Prototype 17: My Digital Diary



Caption: participant-generated prototype, a diary providing an index of a user's achievements and experiences.

The pitch:

- “Documenting the daily activities which build people's skills and aren't reflected in a CV”

How it works:

- A website for students, with a “timeline of daily activities which contribute to building their skills”
 - For example, “You might not be good at showcasing your attention to detail but you have filled out Centrelink forms down to the smallest detail and that can be tagged as

attention to detail or you have negotiated a pocket money deal with your parents which can be tagged as a negotiation skill”

- Employers or education institutions can view the log and filter entries to see if an applicant has developed the required skills

What's in it for them:

- Recognition for the many things individuals have done

What makes it great:

- A way to encourage students to think creatively, or in a non-linear way, about their lived experience and how it meets employer needs

Feedback from peers:

- All skills are important to document, both soft and hard skills
- “The value for non conventional things is great”
- The filtering feature was well-regarded by participants
- Given the likelihood of personal details are being shared, concerns around how to maintain student privacy (the tool might work best as a tool for personal reference only to encourage a student to identify skills)
- Potential for bias
- Needs a mechanism to ‘truth check’ or deal with users publishing false information

Design question 12: How might we create an Education Passport so that it is easily accessible for all students? (e.g. those from regional and rural areas, experiencing disability, health and wellbeing issues or from a lower socio-economic status)

Prototype 18: U Pass



Caption: participant-generated prototype, an app that facilitates self-learning and documents experiences.

The pitch:

- “Apps are universal for people to use”

How it works:

- An app or website that prompts students for their preferences for certain actions e.g. “How do you feel about helping people?”
- Students answer the question, providing aggregated data to teachers to understand student interests, strengths and weaknesses
- Another system exists where students unlock badges by doing certain things such as sustainability actions or helping someone

What's in it for them:

- A low-effort way to outsource learning

What makes it great:

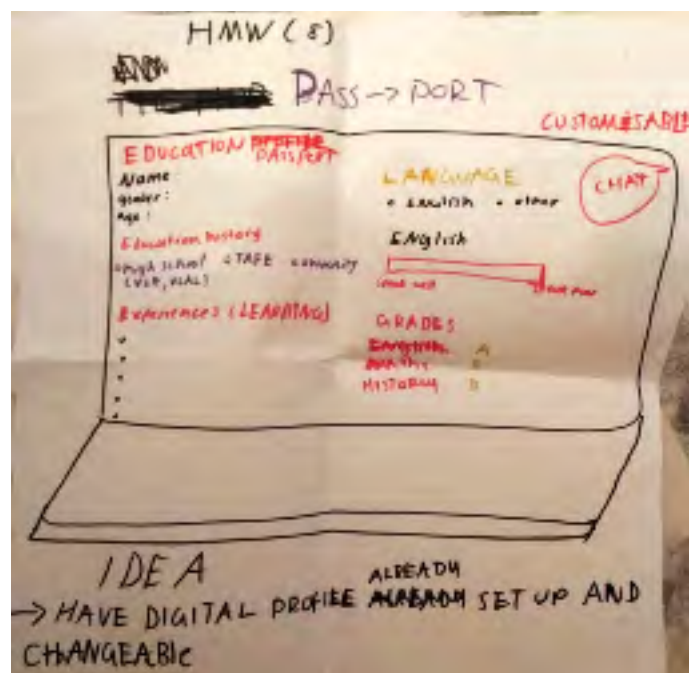
- It allows teachers to gain information from students in a non-imposing way

Feedback from peers:

- "Love identifying interests, feedback with teachers and establishing strengths"
- The accessibility factor rated well
- Finding a way for students to access the platform without a smartphone would enhance its accessibility credentials

Design question 13: How might we create an Education Passport so that students are not further burdened with more work?

Prototype 19: Pass -> Port



Caption: participant-generated prototype, a program that provides experiences and an online profile to document them.

The pitch:

- An in-person experience to build a database of experiences

How it works:

- A digital platform where the school/education system creates space, workshops and time within school hours where students can gain different in person experiences outside of “normal subjects” e.g. excursions and guest talks
- Statistics are generated from the platform
- Teachers use these experiences to spark discussions with students and create further curriculum activities where students can use their digital profile to mark personal goals and experiences as completed

What’s in it for them:

- Ease of use

What makes it great:

- Workshop activities are fun and interactive, encouraging participation

Feedback from peers:

- Allows flexibility as an online platform

RECOMMENDATIONS

Short description	Long description	Further design/testing	Challenges
Perceived Legitimacy	The solution will require multi-institutional support to be effective e.g. university, TAFE, teachers, parents and mentors	<p>1. Would employment and educational institutions support the use of a Learner Profile? If not, why not?</p> <p>2. What do employment and educational institutions require to substantiate the legitimacy of an experience?</p>	Ensuring the privacy of students and mentors as the solution is distributed.
Stakeholder evaluation and utility testing	We recommend testing how employers and educators will interact with the solution. What information is relevant in their decision making?	<p>1. What informs hiring decisions? What further information would assist in determining an appropriate candidate?</p> <p>2. What factors are of importance in deciding student admissions? What are the existing means of accessing this information?</p>	Over consultation can burden the interface with unnecessary complication and detail. Discern what the key metrics are.
Equity	What would a policy response look like to ensure all students can access extra curricular activities, without burdening parents and teachers?	<p>1. How can we ensure students have access to opportunities to broaden their skills and experiences?</p> <p>2. What community interventions could support students?</p>	Schools do not operate in uniform, there might there be multilateral responses to support students.

CONCLUSION

How did the data compare to our hypotheses?

Prototypes

To synthesise learnings from the prototypes, a few themes emerged in participant preferences for ideas.

Participants consistently appreciated prototypes with:

- Specificity: A prototype involving a particular school subject or a stronger integration between the interests of students and school subjects
- Individuality: The fostering of the unique capabilities and interests of young people
- Hands on experience: Students place a great deal of importance on learning by doing
- Agency: Prompting self reflection and discovery

Participants strongly validated the Learner Profile concept. Without being told about the concept, young people developed a similar idea, demonstrating its significant appeal.

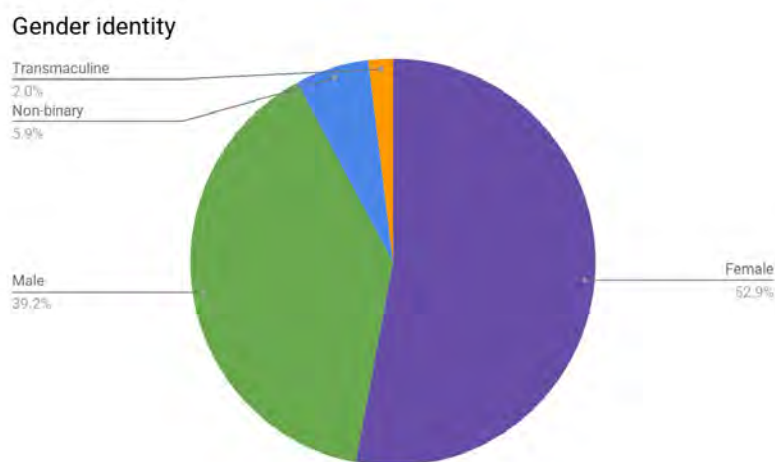
While participants expressed enthusiasm for most ideas, some of the the strongest concerns participants voiced were: privacy; avoiding discrimination; a realism around the willingness to make information public; and limited funding.

Overall, the prototypes created align with the hypothesis that students feel they lack the space in senior high school to explore their passions. However, students' desires for building life skills did not emerge as a strong theme.

APPENDICES

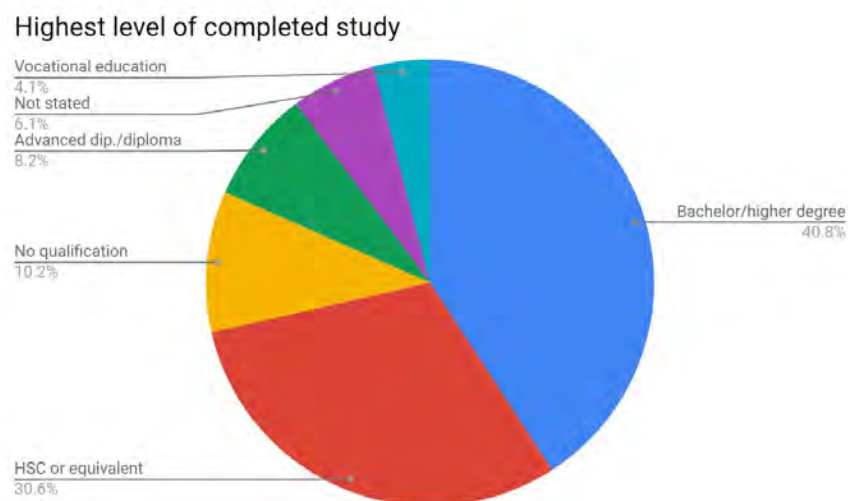
Appendix I – Demography infographics

Figure 1: Participant gender identity



Most participants (**53%**) identified as **female**, while **39%** identified as **male** and **8%** identified as **non-binary** or **transmasculine**.

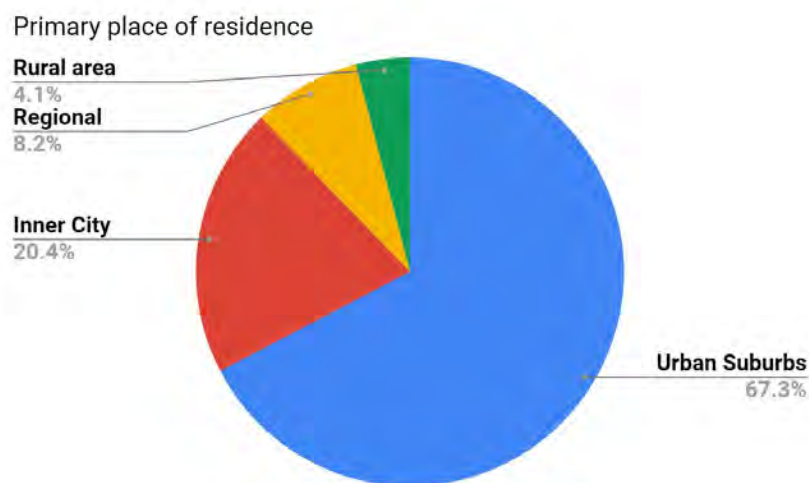
Figure 2: The highest level of study completed by participants



The largest group of participants (**41%**) had completed a **bachelor's degree or further education**, while **31%** had completed the **HSC or an equivalent**. **10%** had **no qualification** and **14%** had completed either **vocational education or a**

diploma and **6% did not answer**.

Figure 3: Classification of participants' primary residence

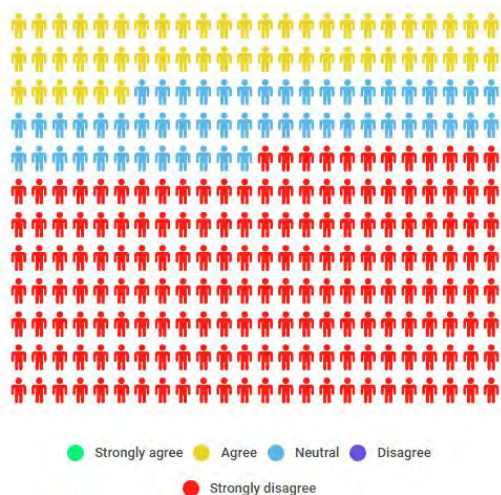


A majority of participants live in **urban suburbs (67%)** or the **inner city (20%)**.

8% are from a **regional area** and **4%** from a **rural area**.

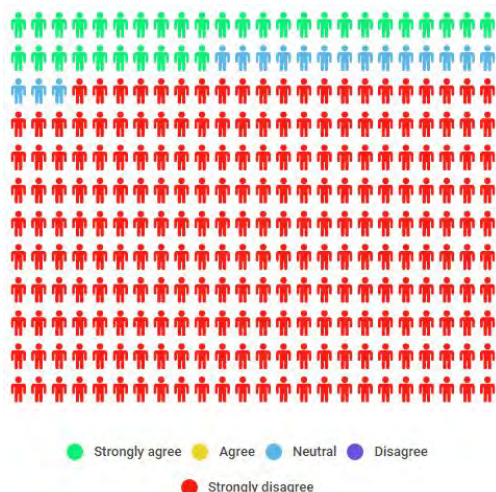
Appendix II – Spectrum Activity Infographics

“I had enough information about post school options”



A majority of participants (**63%**) **strongly disagreed** with the statement, whereas **19%** felt **neutral** towards it and **19%** **agreed**.

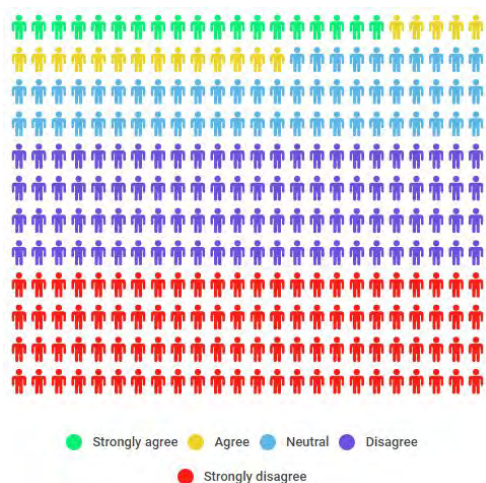
“The ATAR is able to reflect all of my capabilities and skills”



The vast majority of participants (82%) **strongly disagreed** with the statement.

6% felt **neutral** and 12% **strongly agreed**.

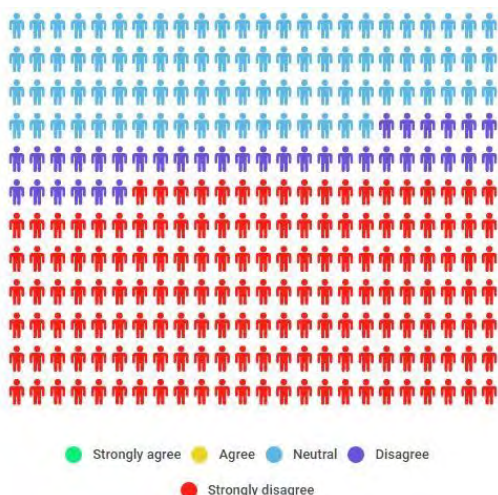
“I have the confidence to navigate post-school pathways”



There was an even split of participants who **strongly disagreed** (33%) or **disagreed** (33%).

20% of participants **felt neutral**, while there was an even split of 7% each who **agreed** or **strongly agreed**.

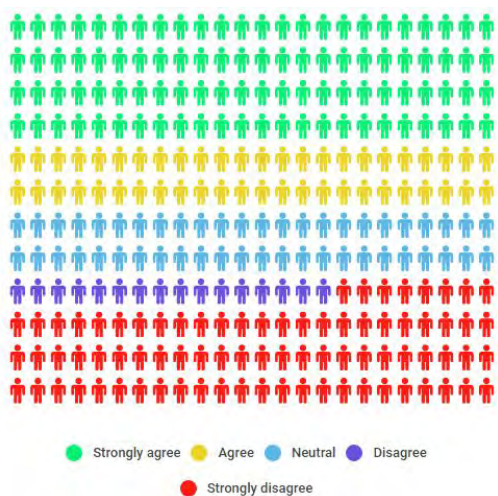
“School developed the skills and mindsets I need for work”



The majority of participants (**56%**) **strongly disagreed** with the statement, while **13% disagreed**.

31% felt neutral towards the statement.

“School provided me with the tools to understand my own skills and experiences”





The largest group of participants **strongly agreed** with the statement (**33%**) while **17% agreed**.

17% felt neutral towards the statement.

28% strongly disagreed with the statement and a further **6% disagreed**.

GLOSSARY

YLab Co-design Archetypes

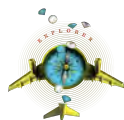
Archetype	Skills and Abilities
 <p>The Movement Builder</p> <p>Master narrators and digital curators who put bold ideas out there and build social movements.</p>	<ul style="list-style-type: none"> • Tells stories about the future • Inspires confidence through public speaking • Shows skills in community organising • Uses digital channels to engage audiences • Uses personal and structural storytelling to build support
 <p>The Philosopher</p> <p>Poetic, deep thinkers who inspire us to challenge societal norms.</p>	<ul style="list-style-type: none"> • Uncovers mental models and thought patterns • Challenges Western ways of knowing and being • Gives great importance to lived experience • Coaches others • Uses the concept of Ikigai: discovering your purpose



The Conductor

Magnetic convenors and curators who bring together teams and networks to drive change.

- Networks without being pretentious
- Communicates professionally across generations
- Facilitates
- Develops event design and coordination



The Explorer

Mad scientists and futurists who collect information from far and wide.

- Willing to learn anything
- All about foresight and megatrends
- Knows the history of social change: international development to intrapreneurs
- Seeks compelling evidence in a post-truth world



The Judge

Analytical minds who illuminate the problems we need to solve.

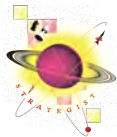
- Considers how to do systems change
- Makes conceptual diagrams
- Asks: "so what's your problem?"
- Demystifies problems via systems mapping



The Magician

Relentlessly optimistic pioneers and trailblazers who inspire us to chase the impossible.

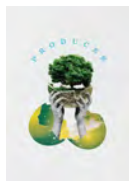
- All about creativity and ideation
- Prevents and repairs nightmare situations in the team
- Pitches over a coffee: wins clients and listens to people
- Proto-storming: builds prototypes to understand concepts
- Writes proposals



The Strategist

Brilliant masterminds who can work the system and make ideas happen in the real world.

- Searches for levers of systems change
- Explores the elements of an operating model
- Uses the world's best business models
- Manages a project from start to finish



The Producer

Motivated get stuff done-ers who stabilise a social change venture or project as it grows

- Knows how to stop feeling overwhelmed and get stuff done
- Project and operational management skills
- Financial literacy skills
- Brings together the right skills at the right time to execute a strategy