


About The Big Picture Learning Design

2024

Viv White AM,
CEO BPLA



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Stories from Big Picture Learning Australia



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NEW WAYS

NEW FORMS

NEW MEASURES

Doing school differently

Re-designing learning structures

Personalising assessment

3

NEW WAYS

of organising school structures and culture around students




4

NEW FORMS
of learning where students learn
through their interests
inside and outside school




Big Picture
LEARNING AUSTRALIA

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NEW MEASURES
For assessing students and
valuing a broader range of capacities
and qualities




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About Big Picture Learning Australia

- A not-for profit organisation established in 2006 in Australia
- A new design for learning and school
- 45 campuses around Australia
- 300 schools internationally
- We work with public education systems
- We partner with 17 universities around Australia



CEO Viv White AM



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Our network of schools



city
regional
rural &
remote
locations



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Our Purpose

To help young people to access learning in a style that enlivens and nurtures them so that by the time they leave school they will have:

- done meaningful work in areas of deep personal interest
- made a contribution to their community
- developed the inner confidence, experiences and networks to go out into the world and succeed.



The Big Picture 'SHIFTS'

1 First Shift STUDENT INTERESTS

Interest comes first

Changes how we
organise school
culture & structures



The Big Picture 'SHIFTS'

2 Second Shift INTERNSHIPS

Learning out of school

Every week

Interacting with adult experts

Exposure to latest thinking



The Big Picture 'SHIFTS'

3 Third Shift ASSESSMENT

No more standardised
testing

Assessment via
exhibition & portfolio

Emphasis on the quality
of the work, no ranking



The Big Picture 'SHIFTS'

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Fourth Shift

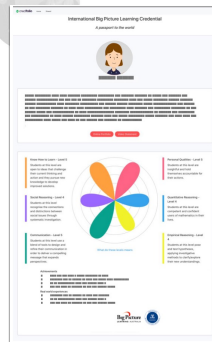
NEW
CREDENTIAL:
IBPLC

New measures for personalised final-year certification

Students have agency in how they are represented

Student work is visible

Teacher judgement is valued



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Schlechy's 5 Levels of Engagement



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The Big Picture Learning Design

passion

Each student has a personalised learning plan endorsed by their family and designed around their interests and passions, with links to the curriculum.



Students take courses and work on a variety of projects in areas of personal interest that they design and manage.



Students learn in small groups of 17 known as an 'advisory' where there is a culture of belonging, support and respect.



They also complete practical projects while on internship with an expert mentor in the community, to gain experience in a field of interest.



Students collect evidence of their learning in a portfolio and regularly present their work at a public exhibition to teachers, mentors, peers and family. This is the basis of their assessment throughout school.



The International Big Picture Learning Credential is an education passport awarded to all senior students on pathways to employment, training and university.

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The 6 Learning Goals

KNOWING HOW TO LEARN The goal is to be curious, with a drive to explore and be open to doing hard work; to understand that there are many ways of learning, knowing and making meaning in the world. It includes valuing learning from and with others inside and outside of school.	PERSONAL QUALITIES The goal is to strive to be the best person you can be; to demonstrate respect and empathy for others; take responsibility, be self-aware and act with courage and compassion; to reflect on your achievements and progress; to strive for personal and civic improvement.
QUANTITATIVE REASONING The goal is to learn to use the skills, concepts and logic of mathematics to understand and interpret situations, solve problems and take action in life, learning and work.	EMPIRICAL REASONING The goal is to learn through experimentation; to use evidence based on observation, experience and a logical process to understand, make decisions and to evaluate hypotheses.
COMMUNICATION The goal is to learn to be a great communicator: to understand your audience; to write, read, speak and listen well; to use technology and artistic expression (visual arts, music, dance and theatre) to communicate. It includes, where possible, another language.	SOCIAL REASONING The goal is to learn to see diverse perspectives; to understand social issues; to explore ethics; to analyse and understand social systems and to look at issues historically and culturally. It includes learning to take responsible action to address inequity.

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A learning design... for everyone

Big Picture LEARNING AUSTRALIA

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James Fallon High School

Big Picture LEARNING AUSTRALIA

Learning Through Passions & Interests

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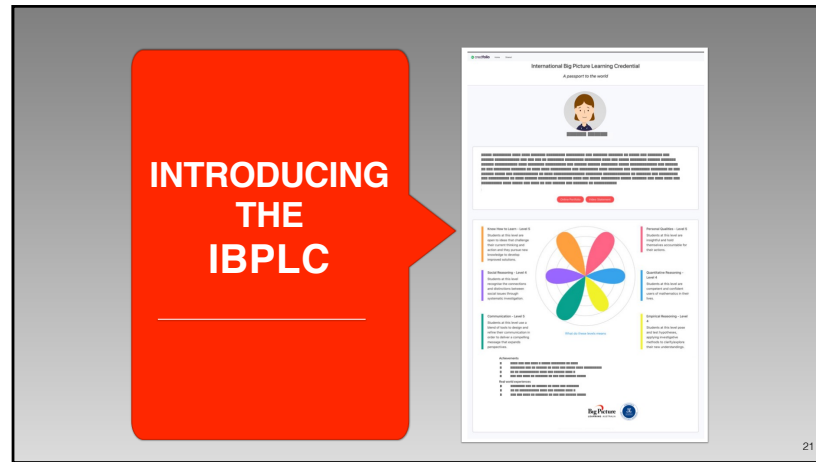
TOBY BRAUN

SENIOR PORTFOLIO

[Explore Now](https://vimeo.com/bigpictureau/review/915404877/4f63ba4d4f)

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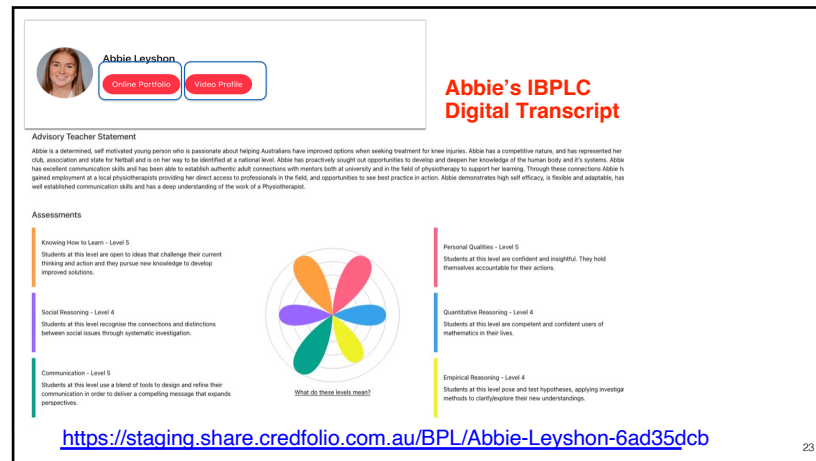
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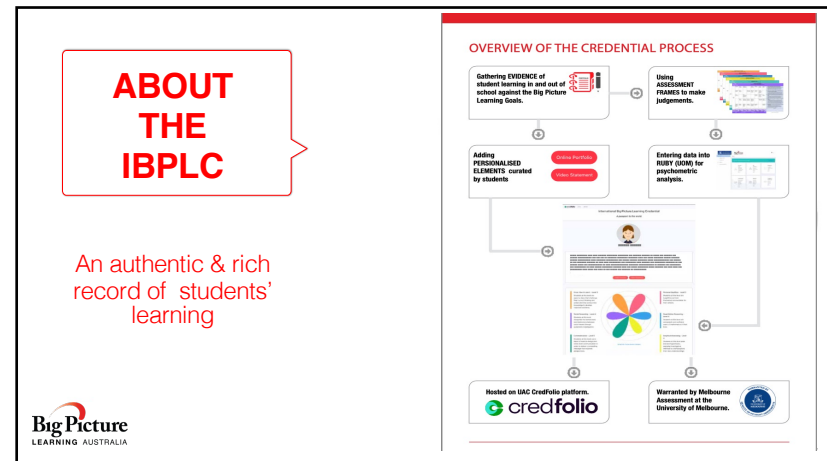
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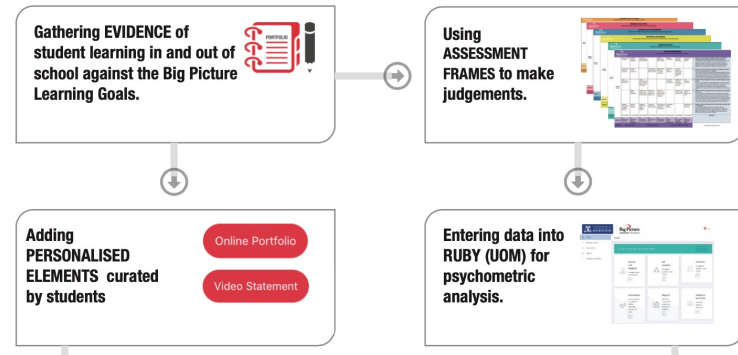


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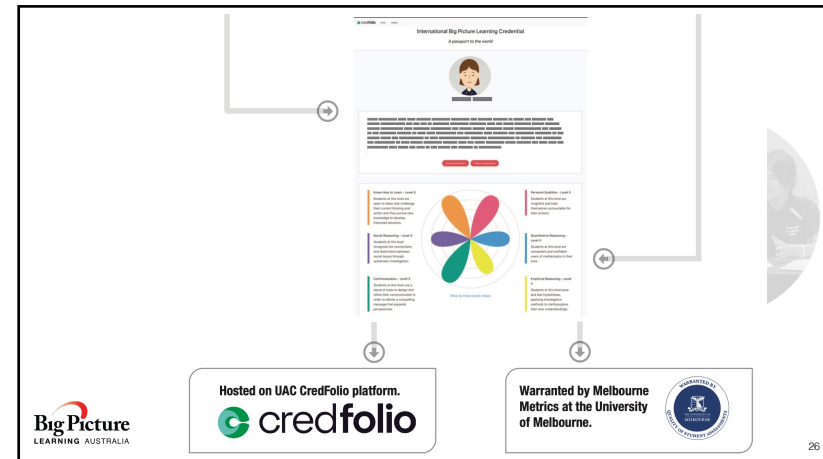


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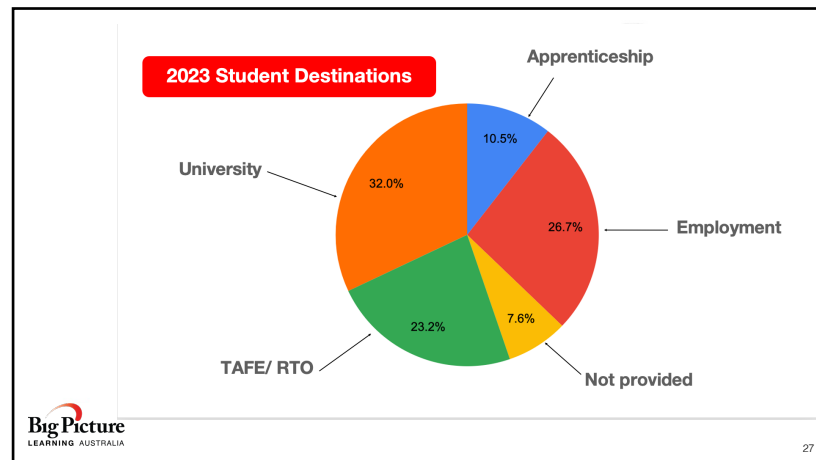
OVERVIEW OF THE CREDENTIAL PROCESS



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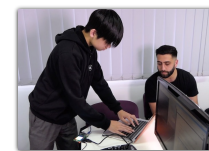


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What sorts of UNIVERSITY COURSES are students studying?



- Biomedicine
- Business/Law
- Computer Science
- Environmental & Marine Science
- Exercise Science & Physiotherapy
- Mathematics
- Mechatronics
- Nursing & Midwifery
- Primary & Early Childhood Education
- Social Work
- Visual Communications
- Zoology

Big Picture
EDUCATION AUSTRALIA

origin
foundation

The Big Picture Education and Origin Foundation Story (To name just a few...)

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What sorts of FURTHER TRAINING are students doing?



- Childcare
- Carpentry
- Computer Science
- Mechanics
- Electrician
- Welding
- Hairdressing
- Music production
- Fashion design
- Landscape design
- Animal care
- Fitness
- Tourism
- Screen and media

Big Picture
LEARNING AUSTRALIA

(To name just a few...)

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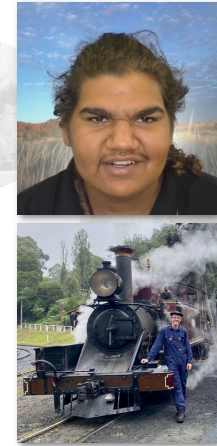
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What sorts of EMPLOYMENT are students taking up?

- Professional football
- Disability support
- Early childhood education
- Tattoo artist
- Dog training
- Ranger
- Retail
- IT support
- Steam locomotive operator
- Barber

Big Picture
LEARNING AUSTRALIA

(To name just a few...)

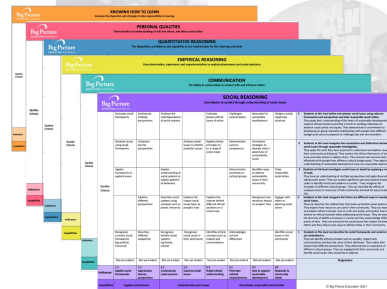


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The 6 Assessment Frames

1. Knowing How to Learn
2. Personal Qualities
3. Quantitative Reasoning
4. Empirical Reasoning
5. Communication
6. Social Reasoning



Big Picture
LEARNING AUSTRALIA

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<div> KNOWING HOW TO LEARN Develops the disposition and strategies to take responsibility for learning </div>												
Quality Criteria	Cultivates conditions for effective group learning	Co-creates new knowledge with experts	Formulates new lines of inquiry	Synthesises knowledge in a range of sources	Develops novel solution or product			Engage in feedback that challenge their thinking	5	Students at this level are open to ideas that challenge their current thinking and they pursue new knowledge to develop improved solutions. They enter their learning, expanding their inquiry into new areas, incorporating multiple sources and building new skills. They continue to cultivate new relationships that enhance their learning. They build positive learning cultures, initiating and engaging in rich collaborative discussions, while able to defend their intellectual position.		
	Appraises contributions to group learning	Justifies their planning for future learning		Adjusts plans as they learn more	Assesses the validity of information	Appraises solutions or products	Applies reflections to initiate improvement	Manages self-motivation and direction of learning	4	Students at this level are highly motivated and strategic about their learning. They critically assess the results of their inquiry and the resultant products. They plan with long-range goals in mind and regularly reflect on their work, adjusting their practice accordingly. They access external networks to enhance their learning and to support their efforts. They contribute to collaborative learning and make appropriate decisions about how to incorporate feedback.		
	Articulates elements of their learning that lead to progress	Expands their inquiry using expert knowledge	Develops high-order questions	Reviews their learning plan	Adjusts the product or solution in response to identified problems	Analyses their learning progress			3	Students at this level make informed and deliberate decisions about their learning progress. They develop rigorous inquiry questions and make adjustments when challenges arise. They reflect on their learning and analyse and articulate how it is delivering products or solutions. They communicate their learning experiences and identify successful strategies. They establish and maintain connections with an extended learning community and integrate these relationships with experts into their learning.		
	Appreciates contributions of others to group learning	Explains learning experiences	Initiates questions for experts	Frames personal questions	Develops a learning plan based on their goals	Investigates area of interest		Initiates action towards goals	2	Students at this level take initiative and frame inquiry questions around their area of interest. They plan with targeted intent to achieve their goals and can reflect on and explain their strategies. They understand that observation, noting and learning from others are valuable and legitimate learning tools and apply these skills.		
Indicators	Follows protocols of group learning	Identifies experts in area of interest	Makes contributions when planning for learning		Creates familiar products	Describes their learning progress	Identifies goals	Accepts feedback	1	Students at this level begin to take responsibility for planning their inquiry and are developing strategies to explore their interests. They set goals and develop learning plans. They look for connections with others who have skills and expertise in their area of interest, recognising that they can learn from them. They contribute to group learning and respond to feedback.		
	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident				
	1.1 Works with others	1.2 Communicates with experts	1.3 Expands with experts	2.1 Formulates plan	2.2 Investigates knowledge and skills	2.3 Develops solutions or product	3.1 Reflects on learning	3.2 Takes responsibility for learning	3.3 Uses feedback	Progression		
Capabilities		Engages with learning community		Learns through inquiry			Develops a disposition for learning			© Big Picture Education 2021		

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Big Picture LEARNING AUSTRALIA KNOWING HOW TO LEARN LEARNING PROGRESSION
Develops the disposition and strategies to take responsibility for learning

- **Developmental Progressions from 1 - 5**
- **What this student can do, not what others can do**
- **Assessment - occurs over multiple occasions and contexts**

5 Students at this level are open to ideas that challenge their current thinking and they pursue new knowledge to develop improved solutions. They steer their learning, expanding their inquiry into new areas, incorporating multiple sources and building new skills. They continue to cultivate new relationships that enhance their learning. They build positive learning cultures, initiating and engaging in rich collaborative discussions while able to defend their intellectual position.

4 Students at this level are highly motivated and strategic about their learning. They critically assess the results of their inquiry and the resultant products. They plan with long-range goals in mind and regularly reflect on their work, adapting their practice accordingly. They access external networks to enhance their learning and to support their efforts. They contribute to collaborative learning and make appropriate decisions about how to incorporate feedback.

3 Students at this level make informed and deliberate decisions about their learning progress. They develop rigorous inquiry questions and make adjustments when challenges arise. They reflect on their learning and analyse and articulate how it is delivering products or solutions. They communicate their learning experiences and identify successful strategies. They establish and maintain connections with an extended learning community and integrate these relationships with experts into their learning.

2 Students at this level take initiative and frame inquiry questions around their area of interest. They plan with targeted intent to achieve their goals and can reflect on and explain their strategies. They understand that observation, noticing and learning from others are valuable and legitimate learning tools and apply these skills.

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Big Picture LEARNING AUSTRALIA

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Fast Facts:

- Personalised not standardised
- **Assessment results + student-curated elements**
- Student work is visible
- **Values teacher judgement**
- Validated by psychometric experts
- **Accepted by 18+ universities in Australia**
- Warranted by the University of Melbourne

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IBPLC Quality Assurance

- Accreditation of schools
- Licensing of assessor teachers
- Cross-school moderation
- Warranted by the University of Melbourne
- Tracking & research

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Of the Australian IBPLC Graduates in 2023...

- 91%** said their destination after school was linked to their interest
- 75%** said their destination after school was linked to their Senior Project
- 63%** said their destination after school was linked to their LTI
- 100%** who applied to university received offers

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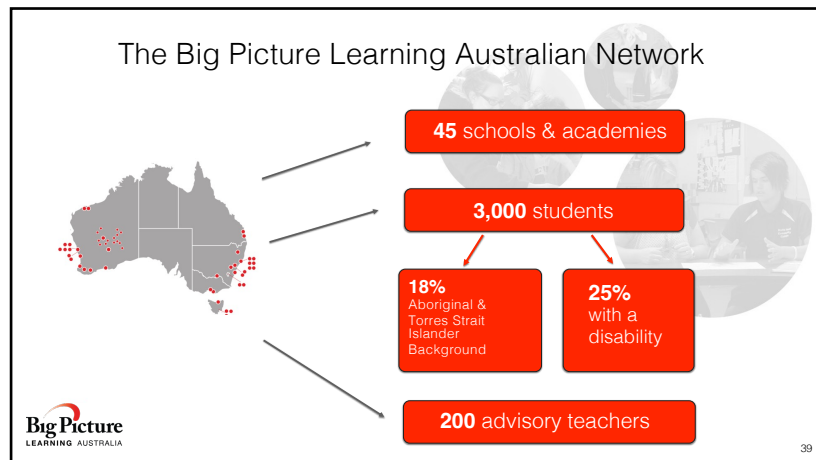
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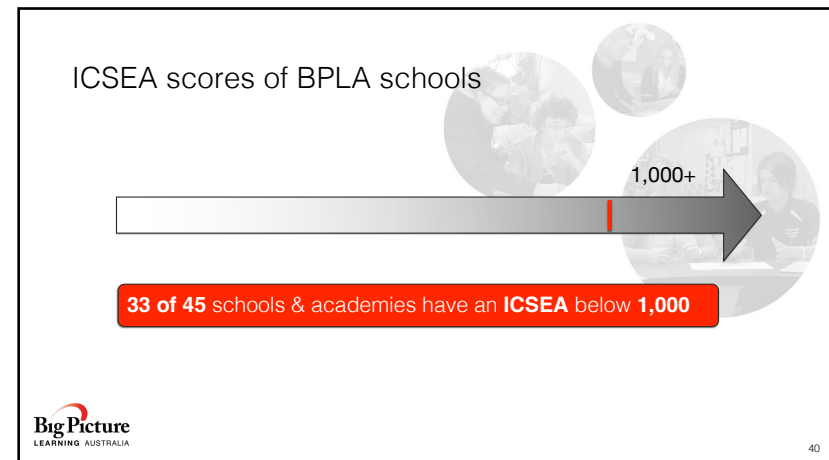
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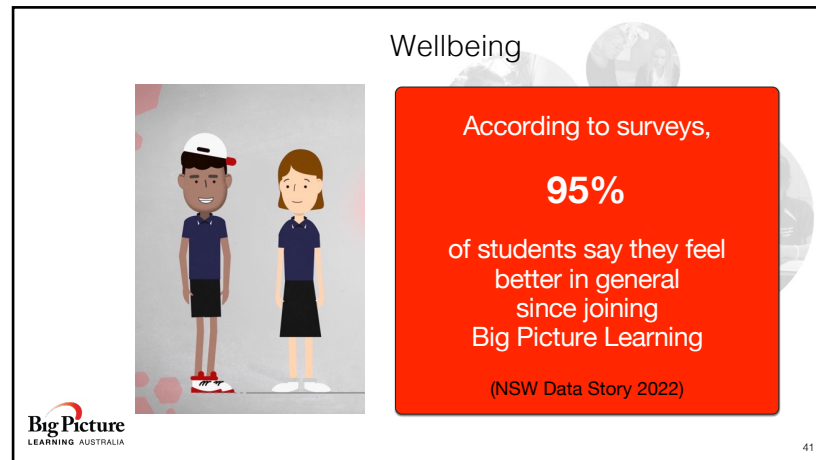
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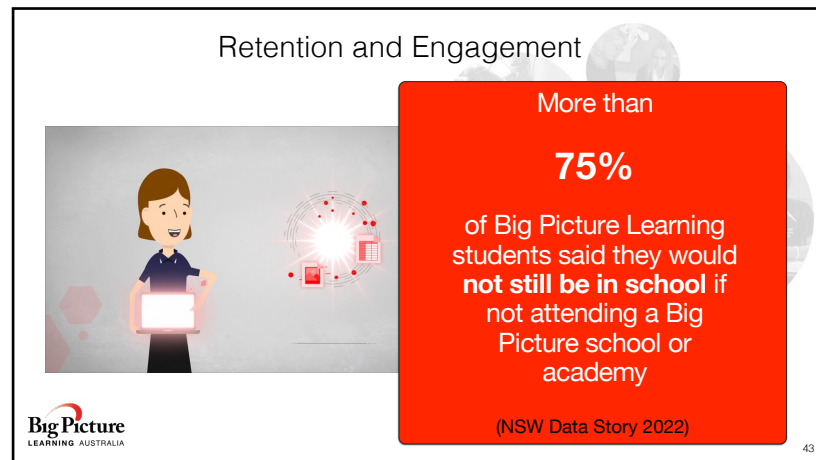
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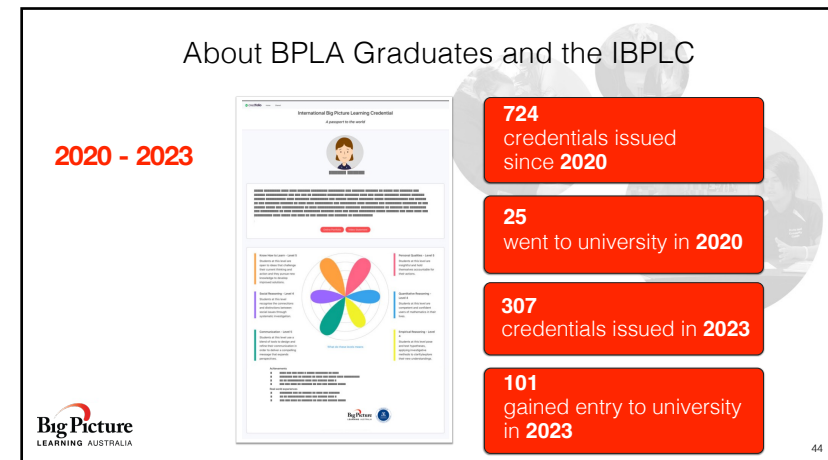
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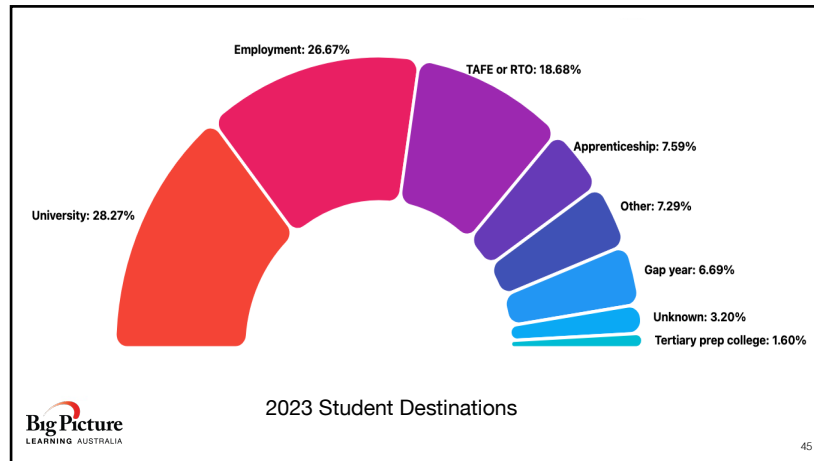
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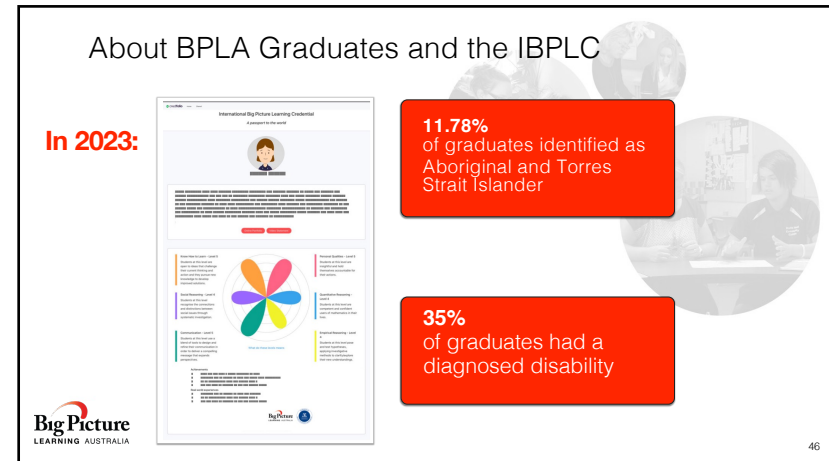
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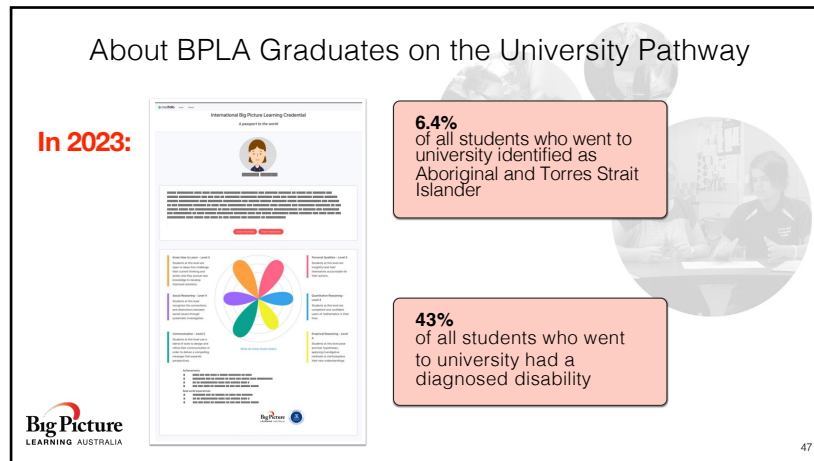
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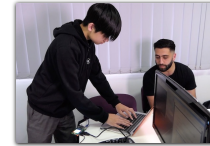


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(To name just a few...)

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(To name just a few...)

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VIDEOS

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WELCOME TO
MOLLYWOOD

Molly O'Sullivan

Hey! My name is Molly O'Sullivan and I am a Year 12 Big Picture Student at Tomaree High School in Salamander Bay. I am a bubbly, passionate and dedicated learner who pushes myself out of my comfort zone to achieve my very best. At the moment, I am an amateur film maker who finds a lot of enjoyment in creating, directing and editing films. In the future, I wish to become a Director and Autism Advocate. I want to be able to tell other peoples stories through media to evoke emotion and understanding. This portfolio is a collection of my most important senior work.

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Josiah's Story

CROYDON
COMMUNITY SCHOOL

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THE GARDEN OF EDEN

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*Gayra
Central
School*

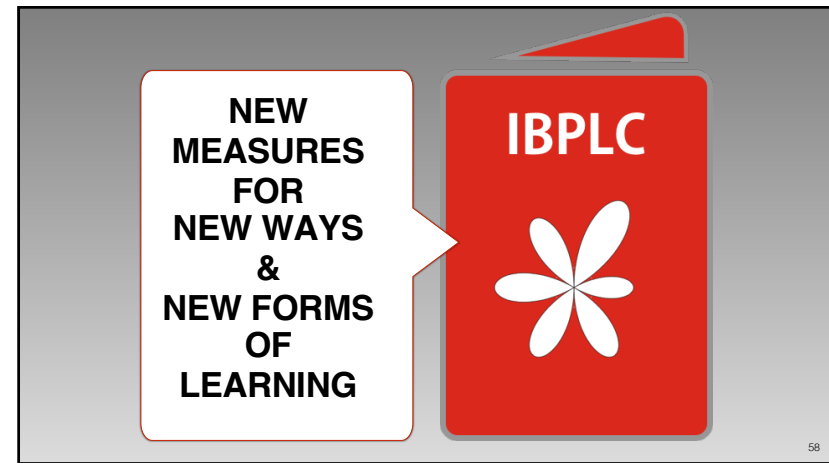
Hooked on fishing

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