



SYMPOSIUM BREAKOUT SESSION
TUESDAY, OCTOBER 25, 2022 | 1:15-2:15 PM ET

International Big Picture Learning Credential (IBPLC): Putting the Person Back in Educational Assessment

PRESENTERS:

- Tanya Ringuet, Big Picture Learning Australia
- Viv White, Big Picture Learning Australia



Introduction to the IBPLC



Tanya Ringuet
Big Picture Learning Australia
October 2022



One student at a time
in a community of learners
small schools by design

About Big Picture Learning

- Founded in the US by Elliot Washor & Dennis Littky in 1996
- Founded in Australia by Viv White & John Hogan in 2006
- A new design for learning and school
- Students learn through their interests both in school and in the outside world.
- Implemented in 100+ campuses worldwide



The Big Picture Design for Learning

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.

The Big Picture New Forms

Our 'GRAMMAR' of schooling:

Curriculum → interest-based, Personal Learning Plans, Learning Goals

Pedagogy → student-driven, no subjects, one teacher, in- and out-learning

Assessment → via Portfolio & Exhibition

Final-Year Certification → new personalised assessment measures

NEW MEASURES for student success

1. INTEREST
2. PRACTICE
3. RELATIONSHIPS
4. CARE and COMPASSION



The International Big Picture Learning Credential



International
Big Picture
Learning
Credential

Big Picture
EDUCATION AUSTRALIA



Big Picture
LEARNING AUSTRALIA

NEW MEASURES for student success

IBPLC in the USA Explainer Video

The International



Big Picture
Learning Credential

Who is the IBPLC for?

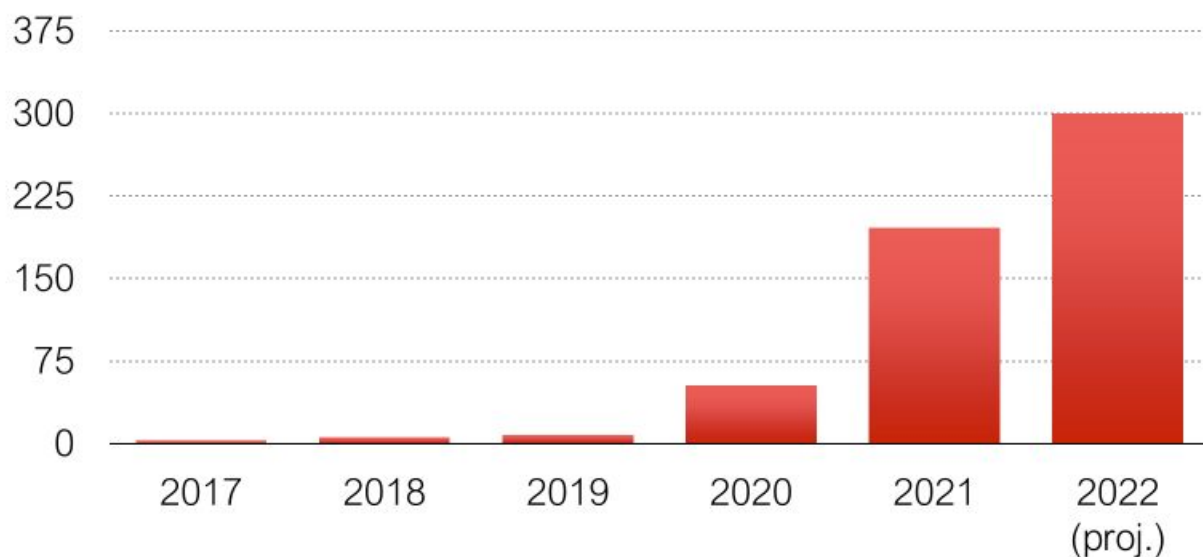
The **International Big Picture Learning Credential** is awarded to Big Picture students at the end of Year 12. It uses NEW measures of success to recognise the varied capacities, qualities and achievements of students when they graduate.

It is for ALL students on pathways to:

- Employment
- Training college
- Apprenticeship
- University



IBPLC GRADUATES IN AUSTRALIA



OF 2021 IBPLC GRADUATES...

100%

who applied to university received offers

83%

said their destination after school was linked to their interest

IBPLC INTERNATIONAL 2022

44

schools

800

students


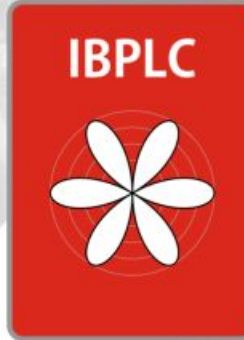
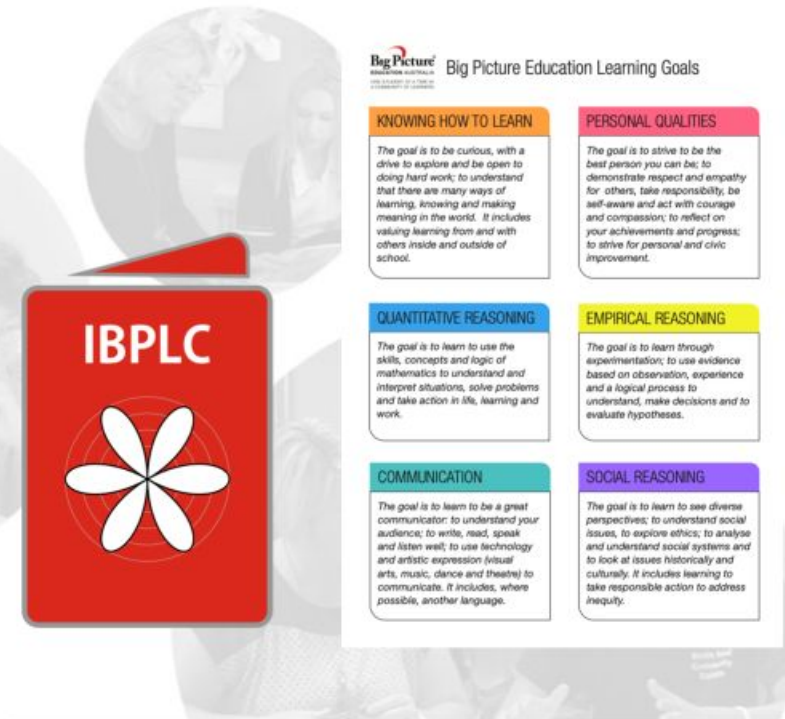
- ⊙ USA
- ⊙ Australia
- ⊙ Kenya
- ⊙ Barbados

How is the IBPLC different?

The IBPLC is a non-ATAR credential, that uses evidence of student work to support judgements about a student's achievements.

It uses assessment processes that are:

- 100% anchored in the Big Picture Learning design
- clearly linked to the 6 Learning Goals
- about what students *know, can do, make, say and write*
- based on student work (no standardised exams)
- based on the judgements of teachers who know their students well



Big Picture Education 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.

International Big Picture Learning Credential
A passport to the world

Abbie Leyshon

Abbie is a determined, self-motivated young person who is passionate about helping Australians have improved options when seeking treatment for knee injuries. Abbie has a competitive nature, and has represented her club, association and state for Netball and is on her way to be identified at a national level. Abbie has proactively sought out opportunities to develop and deepen her knowledge of the human body and it's systems. Abbie has excellent communication skills and has been able to establish authentic adult connections with mentors both at university and in the field of physiotherapy to support her learning. Through these connections Abbie has gained employment at a local physiotherapy providing her direct access to professionals in the field, and opportunities to see best practice in action. Abbie demonstrates high self-efficacy, is flexible and adaptable, has well established communication skills and has a deep understanding of the work of a Physiotherapist.

Learning Goals (Level 3 - Level 5)
Students at this level are open to ideas that challenge their current thinking and action and they pursue new knowledge to develop improved solutions.

Quantitative Reasoning (Level 3)
Students at this level recognise the connections and distinctions between social issues through systematic investigation.

Communication (Level 3)
Students at this level use a blend of tools to design and refine their communication in order to deliver a compelling message that respects perspectives.

Personal Qualities (Level 5)
Students at this level are insightful and hold themselves accountable for their actions.

Quantitative Reasoning (Level 5)
Students at this level are competent and confident users of mathematics in their lives.

Communication (Level 5)
Students at this level pose and test hypotheses, applying investigative methods to clarify questions that new understandings.

What do these levels mean?

Activities:

- Top in mainstream course HSC PCAPPE

Real World Experiences:

- Internship at St George's Physiotherapy
- Internship at Oranmore Public School - Delivering Gross Motor Program
- Internship at Macquarie Physiotherapy
- Humanitarian Social Action Trip to Tonga

Big Picture Education Australia **THE UNIVERSITY OF MELBOURNE**

“We wanted to show that our graduates were more than just a score, and that all of the learning that they had experienced at school could be shared in a new way so that others could see the richness of their achievements.”

(Viv White, CEO Big Picture Learning Australia)



International Big Picture Learning Credential

A passport to the world

Personal
information
and portfolio
curated by
student



Iman McGregor

Iman McGregor is a talented young woman with a passion for art, focusing on photography and media production. Throughout years 11 and 12, she completed three pre-tertiary subjects, Art Studio Practice, Art Production and Media Production. In both years, Iman has had her artwork chosen for the ArtRage Exhibition which is an exhibition of student artwork from around the state. In 2020, the photography that she displayed was titled Childhood Fears, the photos were collated, and Iman published a book. Iman has taken advantage of many outlearning opportunities and completed a Learning Through Internship placement at Stillwater, in Launceston. Her LTI project was to research the history of Stillwater and produce a video of it. The video is of a high quality and was well received by her mentors. After graduating from Launceston Big Picture School in 2020, Iman is planning on completing a Bachelor of Design at the University of Tasmania.

[Online portfolio](#)

[Video statement](#)

Knowing How to Learn - Level 4

Students at this level are highly motivated and strategic about their learning.

Social Reasoning - Level 3

Students at this level investigate social issues in depth by applying a range of tools.

Communication - Level 4

Students at this level adapt their communication to achieve impact.



[What do these levels mean?](#)

Personal Qualities - Level 4

Students at this level show sense of self and strength of character. They appreciate the need for sustained effort.

Quantitative Reasoning - Level 2

Students at this level reliably use the mathematics they know to help solve problems they are working through.

Empirical Reasoning - Level 4

Students at this level pose and test hypotheses, applying investigative methods to clarify/explore their new understandings.

Achievements:

- ArtRage 2020
- The Photographers Award 2020
- Award of Excellence 2019
- ArtRage 2019

Real World Experiences:

Big Picture
EDUCATION AUSTRALIA

 **THE UNIVERSITY OF
MELBOURNE**

Academic
results
secured by
blockchain

Abbie's Learner Profile

International Big Picture Learning Credential

A passport to the world



Abbie Leyshon

Abbie is a determined, self motivated young person who is passionate about helping Australians have improved options when seeking treatment for knee injuries. Abbie has a competitive nature, and has represented her club, association and state for Netball and is on her way to be identified at a national level. Abbie has proactively sought out opportunities to develop and deepen her knowledge of the human body and it's systems. Abbie has excellent communication skills and has been able to establish authentic adult connections with mentors both at university and in the field of physiotherapy to support her learning. Through these connections Abbie has gained employment at a local physiotherapists providing her direct access to professionals in the field, and opportunities to see best practice in action. Abbie demonstrates high self efficacy, is flexible and adaptable, has well established communication skills and has a deep understanding of the work of a Physiotherapist.

[Online portfolio](#)

[Video statement](#)

Knowing How to Learn - Level 5

Students at this level are open to ideas that challenge their current thinking and action and they pursue new knowledge to develop improved solutions.

Social Reasoning - Level 4

Students at this level recognise the connections and distinctions between social issues through systematic investigation.

Communication - Level 5

Students at this level use a blend of tools to design and refine their communication in order to deliver a compelling message that expands perspectives.

Achievements:

- 1st in mainstream course HSC PDHPE



[What do these levels mean?](#)

Real World Experiences:

- Internship at Sharpe's Physiotherapy
- Internship at Gwandalan Public School- Delivering Gross Motor Program
- Internship at Macquarie Physiotherapy
- Humanitarian Social Action Trip to Tonga

Personal Qualities - Level 5

Students at this level are insightful and hold themselves accountable for their actions.

Quantitative Reasoning - Level 4

Students at this level are competent and confident users of mathematics in their lives.

Empirical Reasoning - Level 4

Students at this level pose and test hypotheses, applying investigative methods to clarify/explore their new understandings.

Haroon's Learner Profile

International Big Picture Learning Credential *A passport to the world*



Haroon Saboori

Haroon Saboori graduated from Big Picture Academy at Liverpool Boys High School in 2020. He is an enthusiastic and committed learner, who is always willing to go above and beyond to exceed expectations. Haroon enjoys going to the gym to stay in shape. Haroon always commits to his goals and always completes them to the best of his ability. Giving up is not in his vocabulary. His achievements include SAVE-A-MATE Red Cross Certificate, YES program at TAFE NSW in Light/Heavy Mechanic Certificate, Certificate 3 in Real Estate TAFE NSW, White Card, Summit Care Age Centre volunteering and his peer support certificate. Haroon has been involved in charity work since 2012 with the Australian Refugee Volunteers (ARV). After completing his senior thesis project in real estate using his graduation portfolio, he is planning to get into a Certificate 4 in Real Estate. Haroon is hoping to further his career in the future by completing a Diploma in Property Services to become a strata manager.

[Online portfolio](#)

[Video statement](#)

Knowing How to Learn - Level 4

Students at this level are highly motivated and strategic about their learning.

Social Reasoning - Level 2

Students at this level recognise that there are different ways of investigating social issues.

Communication - Level 3

Students at this level communicate with presence and purpose.

Achievements:

- Certificate III in Real Estate



[What do these levels mean?](#)

Real World Experiences:

- Internship at Creating Chances
- Internship at Menai Civil Contractors
- Internship at Benchmark National Real Estate

Personal Qualities - Level 3

Students at this level are developing increased personal, physical and social awareness. They analyse their strengths and draw from their experience to prioritise what is required for personal growth.

Quantitative Reasoning - Level 2

Students at this level reliably use the mathematics they know to help solve problems they are working through.

Empirical Reasoning - Level 2

Students at this level are asking questions and can plan and undertake processes to explore their areas of interest

How does this credential differ to conventional final-year assessment?

Much more than a 'learner profile', this is a whole new credential intrinsically linked to the Big Picture Learning Design where:

- student work is visible and remains visible rather than obscured behind a numerical mark/grade
- student agency and depth is apparent in the work curated in their online portfolio
- students conceive, drive and present their work
- There is no standardized curriculum nor assessment that privileges one type of learning over another

Fast Facts:

- Developed by BPLA within Big Picture schools
- Co-constructed by teachers
- Involves teacher judgement & moderation mechanisms
- Validated by psychometric and assessment experts
- Accepted by 16+ partner universities around Australia
- Warranted by the University of Melbourne



<div>  KNOWING HOW TO LEARN <small>Develops the disposition and strategies to take responsibility for learning</small> </div>									
Quality Criteria	Collaborates with others for effective group learning	Curates new knowledge with experts	Formulates new lines of inquiry	Applies knowledge from a range of domains	Develops a valid solution or product	<div>  THE UNIVERSITY OF MELBOURNE </div>			
	Agrees on boundaries for group learning	Justifies their planning for future learning	Adjusts plans as they learn more	Assesses their own work					
	Articulates elements of their learning that lead to group	Expands their inquiry							
	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident				
Indicators	5.1 Works with others	5.2 Formulates questions of interest	5.3 Formulates plan	5.4 Builds knowledge and skills	5.5 Builds on learning	5.6 Takes responsibility for learning	5.7 Gives feedback	5.8	5.9
Capacities	Works with learning community	Learns through inquiry			Develops a disposition for learning				

6 Assessment Frames

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

KNOWING HOW TO LEARN <small>Develops the disposition and strategies to take responsibility for learning</small>									
PERSONAL QUALITIES <small>Demonstrates an understanding of self and others, and takes social action</small>									
QUANTITATIVE REASONING <small>The disposition, confidence and capability to use mathematics for life, learning and work</small>									
EMPIRICAL REASONING <small>Uses observation, experience and experimentation to explore phenomena and make decisions</small>									
COMMUNICATION <small>The ability to express ideas to connect with and influence others</small>									
SOCIAL REASONING <small>Contributes to society through understanding of social issues</small>									
Quality Criteria	Quality Criteria	Quality Criteria	Quality Criteria	Quality Criteria	Quality Criteria	Quality Criteria	Quality Criteria	Quality Criteria	Quality Criteria
Indicators	Indicators	Indicators	Indicators	Indicators	Indicators	Indicators	Indicators	Indicators	Indicators
Capabilities	Capabilities	Capabilities	Capabilities	Capabilities	Capabilities	Capabilities	Capabilities	Capabilities	Capabilities
Not yet evident	Not yet evident	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 Applies social frameworks	1.2 Appreciates diverse perspectives	2.1 Understands social systems	2.2 Explores social issues	2.3 Builds ethical understanding	3.1 Promotes cultural responsiveness	3.2 Acts to support sustainable development	3.3 Responds to community needs	Progression	
Applies social issues		Understands social issues			Formulates responsible social action				

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About the Assessment

- **Level Statements** - based on developmental progressions from 1 - 5
- **No normative ranking** - what *this* student can do, not what *others* can do
- **Formative assessment** - occurs over multiple occasions and contexts



About the Assessment ...

- Based on evidence of student work
- Live links - to a student's

Online Portfolio & Video Profile

Abbie Leyshon

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[Online portfolio](#) [Video statement](#)

Personal Qualities - Level 5
Students at this level are insightful and hold themselves accountable for their actions.

Quantitative Reasoning - Level 4
Students at this level are competent and confident users of mathematics in their lives.

Creative Thinking - Level 3
Students at this level pose and test hypotheses, applying investigative methods to clarify/inspire their new understandings.

Communication - Level 2
Students at this level use a blend of tools to design and refine their communication in order to deliver a compelling message that expands perspectives.

Social Reasoning - Level 1
Students at this level are open to ideas that challenge their current thinking and action and they pursue new knowledge to develop improved solutions.

Achievements:

- 1st in mainstream course HSC PDHPE
- Highest Achiever Award, for highest achievement in combined academic and sporting endeavours
- Vixen White A.M. Big Picture Excellence award
- Offered a job through LTI at Sharpe's Physiotherapy

Real World Experiences:

- Internship at Sharpe's Physiotherapy
- Internship at Gwendolen Public School-Delivering Gross Motor Program
- Internship at Macquarie Physiotherapy
- Humanitarian Social Action Trip to Tonga

Big Picture EDUCATION AUSTRALIA **THE UNIVERSITY OF MELBOURNE**

Inside Abbie's Online Portfolio

Navigate my E-Portfolio

- General Thesis Project
- Learning through internships
- Achievements
- Series of Exhibitions
- Social Action Project
- Team Values Project
- Types of Learning Styles
- Other Learning

Accessible information example-Brochure

Out-Learning Internships

- Newcastle
- sharpe's physio

Senior Thesis Project

Personalised Assessment:

Puts the 'person' back into educational assessment



Students have AGENCY over how they are represented

Addresses equity with its diverse measures for success

Strengths-based approach to assessment



Training & Support Materials:



Assessment & Moderation Exercises - Steps

Step 1 PREPARE

Step 2 ASSESS

Step 3 COMPARE

Step 4 MODERATE

Step 5 YOUR TURN



Download and view the **common work sample**

Assess it individually against the Indicators and Quality Criteria in the relevant **Assessment Frame**

Compare your judgements with the **judgements and annotations provided**

Discuss judgements as a group to **reach consensus**

Assess and moderate **your own student's work sample**



Download and view Rhiannon's work sample, the **Social Reasoning (SR) Assessment Frame**, the **SR Notes Template**

Step 1 PREPARE

Annika

[SR Assessment Frame](#)

[SR Notes template](#)



International Big Picture Learning Credential

2021 GUIDE



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ONE STUDENT AT A TIME IN A COMMUNITY OF LEARNERS

JAREEF: Evolution of interest





The new credential

Would you like to find out more?



One student at a time
in a community of learners
small schools by design



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