What is the International Big Picture Learning Credential?

New measures for new forms

Big Picture
LEARNING AUSTRALIA

ONE STUDENT AT A TIME IN
A COMMUNITY OF LEARNERS

The *International Big Picture Learning Credential* (*IBPLC*) is a new, personalised form of final high school assessment that helps students successfully graduate to work, training college or university.

New measures for success

The IBPLC involves a whole new way of structuring learning at school, and new measures for assessing what students know, can do and value.

The aim is to put 'the person' back into educational assessment so that young people exit secondary school with a credential that offers rich, meaningful information about their abilities to the wider community and provides students with significant agency in the way they represent themselves.

Specific benefits of this credential are that it:

- allows young people to choose what, how, where and who they learn with
- credits everything a learner chooses to do, both inside and outside school
- is an accurate portrait of their distinctive abilities and qualities
- includes a student video profile and online portfolio
- harnesses teacher professional judgement
- uses a psychometrically evaluated tool
- carries the warrant of the highly respected University of Melbourne
- generates a user-friendly digital transcript that young people can take wherever they go

What's more, the IBPLC is already accepted by over 40% of universities and numerous training colleges around Australia.

The Credential offers a unique opportunity for educators to get on board and credit young people for their diverse achievements in a personal yet rigorous way.

So what is the Big Picture Learning Design?

It is all about students learning through their passions and interests and learning both inside and outside school.

Students don't have subjects, timetables, multiple teachers and classrooms, or exams. Instead, they develop personal Learning Plans that are connected to 6 rigorous Big Picture Learning Goals.

They regularly learn at internships with adult mentors in the community, to try out interests, get some relevant skills, and build their networks.

Every term they exhibit their learning to a panel of teachers, peers, family and mentors. This allows them to demonstrate their strengths and the depths of their knowledge built up over time.

In the Senior Years, a key focus of their work is a **Senior Project** that involves sustained, in-depth and original work, often with the assistance of an academic mentor from a university, or experts from an industry, trade or art.

Students can also do school electives, external courses or workshops that are connected to their passions and interests.

The advent of the IBPLC means that students have no need to sit state-based standardised exams and can now complete all of their secondary schooling using the Big Picture Learning Design.

Since 2020 graduates have been successfully transitioning to employment, training and university using this new non-ATAR pathway.

Assessment and the Digital Transcript

The IBPLC is represented in an interactive digital transcript that accords equal weighting to assessment results and to personalised elements including a student video profile, an online portfolio, a descriptive statement and photo, and a list of achievements and experiences.

The 6 Big Picture Learning Goals are the basis of assessment for this end-of-school credential.

Each Learning Goal is underpinned by an **Assessment Frame** that describes behaviours that can be performed by learners at five levels, known as progressions.

Advisory teachers draw upon numerous sources of **evidence** found in key pieces of student-work and in real-world learning with mentors on internships.
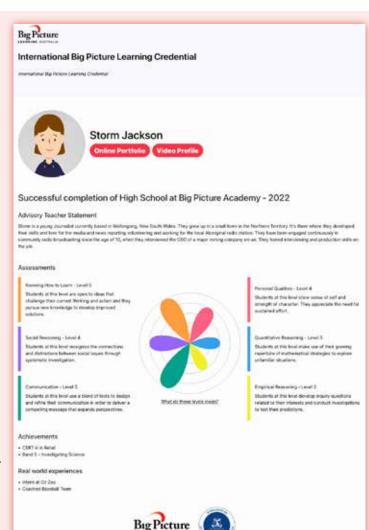
Observations of students interacting with a range of adults and peers, and reflections upon their learning journey are also valued sources of evidence.

Teachers meet regularly with colleagues to moderate their judgements both in-school and across the network.

All judgements are entered into the RUBY platform at the University of Melbourne's Assessment Research Centre for psychometric evaluation.

The Learning Goals are represented as petals on a flower graph with a short description of what a student can do at the level attained.

The credential is hosted on the Credfolio platform of the Universities Admissions Centre (UAC).

Big Picture
LEARNING AUSTRALIA

International Big Picture Learning Credential

International Big Picture Learning Credential

Storm Jackson
Online Portfolio   Video Profile

Successful completion of High School at Big Picture Academy - 2022

Advisory Teacher Statement

Storm is a young journalist currently based in Wollongong, New South Wales. They grew up in a small town in the Northern Territory. It's there where they developed their skills and love for the media and news reporting, volunteering and working for the local Aboriginal radio station. They have been engaged continuously in community radio broadcasting since the age of 10, when they interviewed the CEO of a major mining company on-air. They honed interviewing and production skills on the job.

Assessments

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.

Personal Qualities - Level 4
Students at this level show sense of self and strength of character. They appreciate the need for sustained effort.

Social Reasoning - Level 4
Students at this level recognise the connections and distinctions between social issues through systematic investigation.

Quantitative Reasoning - Level 3
Students at this level make use of their growing repertoire of mathematical strategies to explore unfamiliar situations.

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.

Empirical Reasoning - Level 3
Students at this level develop inquiry questions related to their interests and conduct investigations to test their predictions.

What do these levels mean?

Achievements
- CERT II in Retail
- Band 5 - Investigating Science

Real world experiences
- Intern at Oz Zoo
- Coached Baseball Team

Big Picture
LEARNING AUSTRALIA

The Big Picture Learning Goals

Knowing how to learn

Personal qualities

Quantitative reasoning

Empirical reasoning

Communication

Social reasoning

Student Testimonies

SAVANNAH, 2022 Graduate

While at a workshop with NSW Parks and Wildlife in Year 11, Savannah discovered the field of Bio-Acoustics. For her Senior Project, working with a scientific mentor, Savannah designed an experiment to record the sounds of birds in various locations over time to measure seasonal fluctuations in biodiversity.

Savannah has received offers from both the University of New England and the University of Newcastle to study Environmental Science.

"The best thing about my journey with Big Picture and the IBPLC was being able to experience new things through school, and very early on to distinguish what I was interested in and what I was not. I'm really excited to meet people at university who are passionate about similar interests in land care and conservation."

TYLER, 2021 Graduate

Tyler discovered her passion for early childhood education while teaching young children how to dance. Throughout all of Year 12 she had an internship two days a week at a local childcare centre. She did a Senior Project around the way observations of play in the early years of a child's life can be used to support their development. Tyler is now employed full-time at the centre and will be attending university next year to get her teaching qualification.

"I was out here in the real world and gaining so much knowledge and putting that into my portfolio. I used the credential to get the traineeship here. I was so proud because I don't think people realise how much work goes into Big Picture.

And I've blossomed into this amazing early childhood educator who is so centred around young children and wanting to see them develop and grow just as much."

DAVID, 2020 Graduate

At school, David's interests were virtual reality and mathematics. He became interested in machine learning during a 4-year internship at an engineering firm where he was involved in a project to develop augmented reality platforms to monitor industrial machinery.

"At my internship I had mentors who were project managers, mechanical engineers, software engineers and data scientists. Working with these people helped me to develop my academic skills but also to grow my 'soft skills' like knowing how to present, or express my ideas and meanings."

David has now completed his second year of a Computer Science degree at the University of Technology, Sydney.

ALEX, 2021 Graduate

Alex's passion is for all things to do with IT. While at school he undertook several internships with IT companies, learning how to install computers and troubleshoot malfunctions. For his Senior Project, he designed a LAN network for a small business.

Alex is now completing a Diploma in Information Technology at TAFE and is employed part-time by one of his former mentors.

"What I'm good at is problem-solving. With computers I have this natural ability to look, analyse and assess what's happening with the components. Big Picture Learning has allowed me to explore the world of IT at such a young age."