

2021



CENTRAL
COAST
SPORTS
COLLEGE

CCSC
BIG PICTURE
EDUCATION

A Guide for the Senior College
Years 7-12

**Big Picture**
EDUCATION AUSTRALIA

WHAT IS BIG PICTURE?

Big Picture education drives learning through individual student passions and interests. Students in Years 7-12 develop their academic work within an advisory of up to 20 students who are linked with an advisor who supports and facilitates their learning around the Big Picture design. Students become independent learners who are able to take ownership of all areas of their learning from planning their learning, researching their enquiry questions through to the exhibiting their work at the end of each term. As part of the Big Picture framework, all students will engage in real-world experience through internships or out learning opportunities, that connect their academic college-based learning to industry-based learning. As students move through to Year 11 and 12 they begin to refine and build on their interests to develop a post-school pathway plan for further study or employment. The Big Picture Education program prepares students for opportunities beyond school with an emphasis on relevance and real-world learning.

PROJECTS

Each term students develop their interests and passions by managing their own projects. They write project proposals and plan their research around their inquiry questions. They develop essential personal skills of time and task management, meeting deadlines and working towards key learning to create their assessment which takes the form of an exhibition. Each project should show understanding of the 5 A's and the 5 Learning Goals.

5 A'S-

1

ACADEMIC RIGOUR: Strong intellectual purpose where students are continually challenged to deepen their learning across the 5 learning goals:

2

AUTHENTICITY: Connecting with real-life themes and work that will deepen students understanding of interests and Big Picture concepts.

3

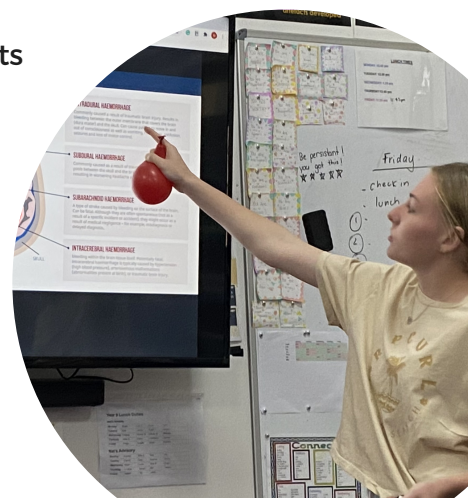
ACTIVE LEARNING: Students work up to two days a week in an interest-based internship with a mentor from the community on an intellectually rigorous real-world project that is connected to their learning goals.

4

ADULT RELATIONSHIPS: Developing relationships with adults who can guide and support their projects, helping to shape learning.

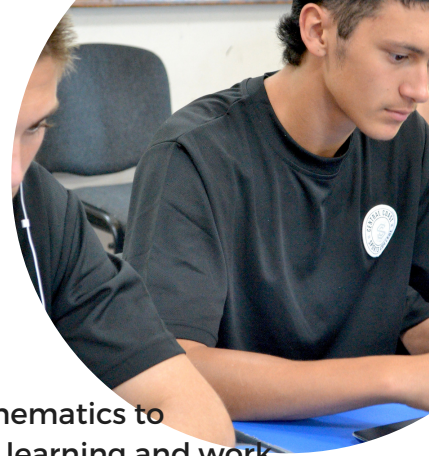
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ASSESSMENT: Each term the students exhibit their portfolios of work to a panel made up of the advisory teacher, family and peers. They provide evidence of progress against their learning goals and are able to reflect and discuss their learning.



LEARNING GOALS

Learning goals are not subjects, they link across the curriculum but are not content orientated. Each student's project should be planned across each learning goal. As students develop their learning they develop inquiry questions that are mapped against these learning goals.



Quantitative Reasoning- 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- Learn through experimentation; to use evidence based on observations, experience and a logical process to understand, make decisions and to evaluate hypotheses.

Social Reasoning- 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.

Communication Skills- Learn to be a great communicator: to understand your audience; 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.

Personal Skills- 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.

Knowing How To Learn- 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.

PORTFOLIO

The portfolio is a collection of work- or the evidence of the process of learning to show people what has been learned and how you have learned it. Examples include-

- A cover letter discussing your work and learning over the year,
- A list of all your internship work and learning experiences.
- Research notes
- Evidence of LTI work and LTI anthropologies
- Final products
- Learning plans
- Mentor assessment
- Narratives

FAMILY INVOLVEMENT

Families play an integral part in the journey from being involved with learning through the Learning Plan meeting (9-12) at the start of each term and at the end in the Exhibition/Conference. It is a required commitment by the families to attend both the learning plan meeting and exhibition each term. Families help shape the learning and provide critical support and feedback. The best part of this is that they get to witness firsthand the continued personal growth.

LEARNING PLANS & EXHIBITIONS

The learning plan provides the foundation for student work. The focus is on personalised learning- one student at a time with each student displaying different strengths, passions, interests, needs and learning preferences. Each student has a focussed, personal learning plan that is tailored to meet their interests and needs. This plan is a map of a student's journey through their experience. No two learning plans will be exactly the same. The advisory teacher ensures that the learning plan focuses on different learning goals throughout the year leading to a well-rounded personal learning plan.

Exhibitions/ Conferences allow for the students to showcase their entire term's learning. This is an opportunity for the students to bring together their experiences and present it to their chosen panel. They have a dedicated 1-hour exhibition time slot that ensures that their family and advisor are engaged in their learning. Each term exhibitions highlight personal and academic growth. At CCSC we allocate 4-5 days a term to complete these where students work from home and attend college for their learning plan meeting and exhibition only. This ensures that students develop:

- Independent Learning
- Ownership of Learning
- Capacity to drive their own learning
- Understanding that learning can be done everywhere
- Self organisation skills

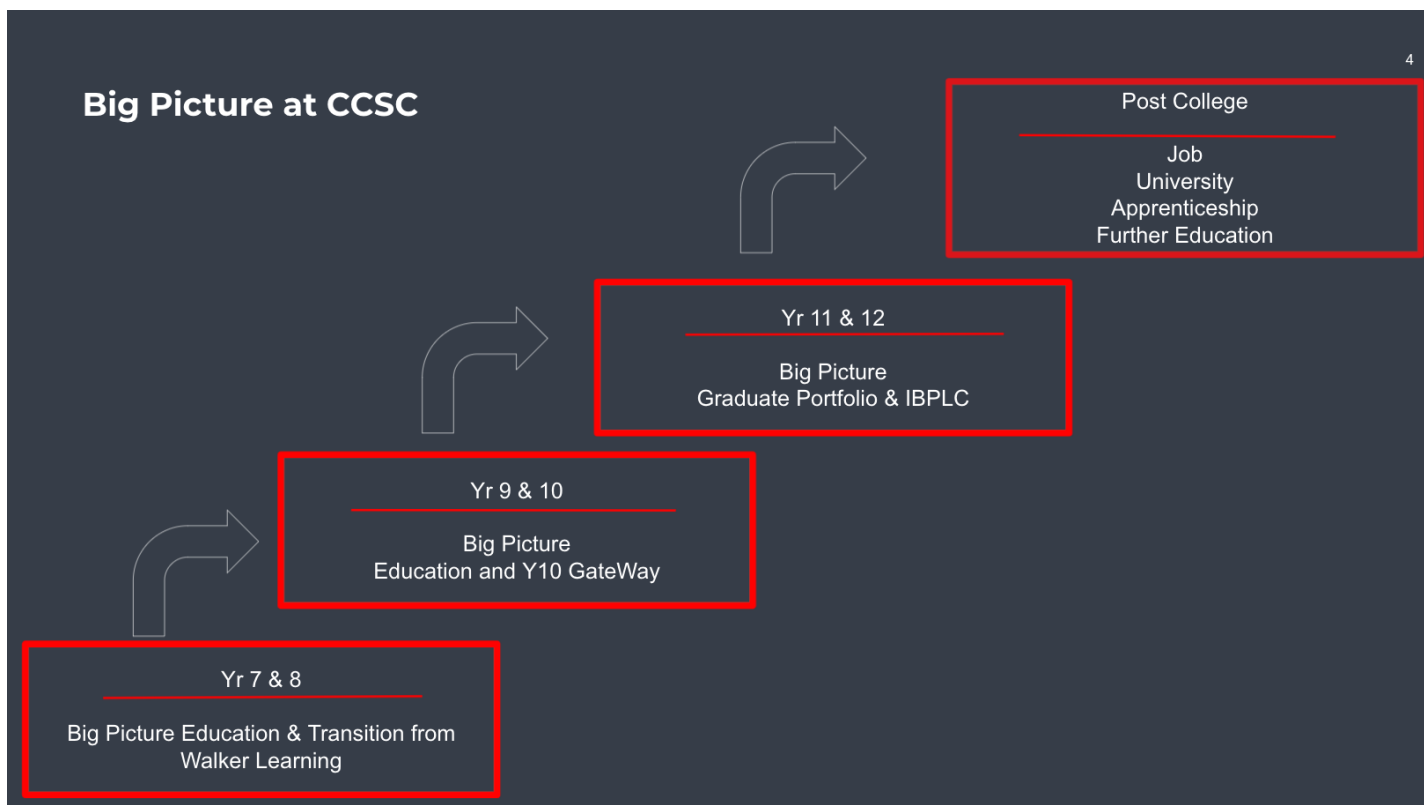
Work from home learning allows:

- Focus on key elements of your Big Picture work- presentations, portfolios, narratives
- Extra internship days
- Self-management of projects
- 100% of your advisor's energy and attention
- Feedback and support in meetings and exhibitions
- Daytime meetings can take place for convenience as opposed to early mornings and late evenings

LTI- LEARNING THROUGH INTERNSHIP

Learning opportunities are everywhere. We learn best when we are personally motivated and interested. Where we have a passion for what we are doing, knowledge unfolds and evolves naturally. LTI is a core structure in Big Picture. It involves being immersed in an external place of work for 1-2 days per week in an area of interest. Students are linked with a mentor- an expert in that field of work, where they are able to learn essential skills and gain a deeper understanding of the role and interest. Together a student and mentor develop a project that is of benefit to the workplace and supports students learning. The primary purpose of LTI is to build knowledge, understanding and skills in the context of authentic work by encouraging students to follow their passions.

PATHWAY TO SUCCESS



YEAR 7&8-IMMERSION AND TRANSITION

The transition from Walker Learning into Big Picture, is seamless and intends to build upon processes and structures that are transferable.

- Immersing in many things that spark interests and learning opportunities
- Complete ERP's centred around specific content and interest
- Read at least 3 books including an autobiography
- Have a positive impact on your community by doing at least 1 advisory Social Action Project.
- Literacy & Numeracy
- Write in your journal at least 2 times per week
- Develop your portfolio of work
- Complete personal narratives
- Engage in exhibitions/conferences that showcase your learning.
- Family involvement in your learning

LEARNING KEY SKILLS AND PROCESSES TO ENHANCE PERSONAL EFFECTIVENESS.

YEAR 9-EXPLORE & DISCOVER

Learning through interest

- Exploring and growing your interests and learning opportunities
- Complete at least 1 in-depth project
- Explore your learning goals through your learning plan
- Read at least 3 books including an autobiography
- Have a positive impact on your community by doing a Social Action Project.
- Literacy & Numeracy
- Participate in at least 1 internship
- Write in your journal at least 2 times per week
- Develop your portfolio
- Complete personal narratives
- Learning Plans and Exhibitions
- Family involvement in your learning

LEARNING HOW TO LEARN IN THE WORLD. MEETING PEOPLE WHO KNOW A LOT.

YEAR 10-THE GATEWAY

The opportunity to make your learning deep and wide

- Do at least 2 in-depth Learning Through Internship projects
 - Read at least 5 books including an autobiography
 - Update your portfolio
 - Literacy & Numeracy
 - Learning Plans and Exhibitions and present your Gateway exhibition
 - Work on each learning goal area in depth
 - Create a graduation plan for the next 2 years to fill in learning goal gaps
 - Have a positive impact on your community by participating in 1-2 Social Action Projects
- WORKING HARD- GETTING FEEDBACK TO WORK EVEN HARDER

YEARS 11 & 12- SENIOR YEARS

Your Senior Years demonstrate heightened personal qualities, depth of work and leadership in the school

- Mentor a younger student
- Complete your Graduation Portfolio
- Read at least 6 books during the year, including 2 autobiographies
- Write your autobiography
- Research and visit universities
- Continue with internship
- Begin to create a portfolio for post- school
- Play a leadership role in school

EXPERT LEARNER AND TEACHER UNDERSTANDING THE NATURE OF LEARNING - BECOME AN EXPERT LEARNER- BUT SEE THERE IS STILL SO MUCH TO LEARN



GRADUATION PORTFOLIO

The Graduation Portfolio is a compilation of a student's work, typically from Yr 9-12 that demonstrates their capacity to explore, research and develop as a learner in their field of interest. It demonstrates a student's readiness for employment, vocational education or tertiary education. It can also facilitate support for entrepreneurial ventures.

There are key elements that complete the graduation portfolio:

- Senior Thesis
- Outlearning
- Autobiography
- Post College Project
- Social Action Project
- Student Video Profile
- Online Portfolio

The graduation portfolio standards map the BPLA learning goals against the AQF, through the IBPLC.

IBPLC- CREDENTIAL

The purpose of this is to develop a widely accepted and trusted certification system that recognises the breadth, depth and range of achievements of students. Big Picture Education is rigorous and innovative, the system aims to demonstrate this by providing students with a rich record of achievement, shown through levels of competence. The work we are currently engaged in is developed in collaboration with a variety of stakeholders, including Melbourne University, which has endorsed the credential. The credential will draw on student evidence of learning contained in their portfolios and exhibitions. The evidence will be used to moderate and validate the judgments made against the learning progressions. As no two students have the same interests and learning experiences, it follows that a personalised, rather than standardised, approach to end-of-school certification is required.

WANT MORE INFORMATION?

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