

THE BIG PICTURE EDUCATION FOUNDATION PROGRAM¹

Introduction

The BPEA Foundation Program is on again in Term 4. It will again be a series of three two-day workshops. The Big Picture Education (BPE) design for school is described by a set of key distinguishers and carefully structured frameworks and processes that aim to engage young people in learning. The design is the what, the why, the how and the where - all at once. While created for school it is adaptable for use by academies and programs within a school. It is a design for all young people and it is underpinned by high expectations for all students. This course will explore some of the key elements of the design.



Participants

This course satisfies the induction requirement for all those working in a Big Picture Education Australia school, academy or program. It is also available for any leader, teacher, support worker and community member who is interested in learning more about the Big Picture Education design for school.



Course leaders

The program will be co-ordinated by John Hogan, co-founder Big Picture Education Australia and Honorary Fellow, Murdoch University. He will be assisted by Eric Radice (school leader, advisory teacher and BPE School Coach), Lauren Findlay (advisory teacher and BPE PL Coordinator), Lisa Knight (advisory teacher and BPE School Coach) and Brooke Burns (advisory teacher and school leader). Throughout the course, we will be supported by teachers, students and leaders from Big Picture Schools, Academies and/or Programs. Professor Barry Down, Murdoch University, will support the program with findings from research about the Big Picture design itself and related topics.



The Course

Workshop	Topic	Date	Location
One	Learning through interest.	Tuesday 20th October	Yule Brook College Maddington
Two	Internships and other community based learning experiences.	Wednesday 21st October	
Three	Projects: interest projects and internship projects.	Thursday 12th November	Yule Brook College Maddington
Four	Exhibitions, portfolios and assessment	Friday 13th November	
Five	Little things that are really big things in the BP Design.	Wednesday 25th November	Yule Brook College Maddington
Six	Advisory and the role of the advisory teacher.	Thursday 26th November	



Locations

All workshops will be held at Yule Brook College in Maddington. On enrolment participants will be sent further details about each session and the location including a map.

¹BPEA has been running this Foundation Program since 2007. It is run as a five-day week or as a 6 x 1-day program. This semester it has been arranged as 3 x 2 day course. From semester 2 this year there will also be an on-line version of the Foundation Program.



THE COST

Per person for schools working in the MAP4U BP Academy Project.	\$900 plus GST
Per person for 6-day program	\$1800 plus GST
Per person if more than one person from school	\$1600 plus GST
Per person for 6-day program for BPEA members	\$1400 plus GST
Per person if more than one person from BPEA member school	\$1200 plus GST

Registration includes catering each day for morning tea and lunch and includes all course materials.

Nationally Recognised Training

Big Picture Education is a Nationally Registered Training Organisation (RTO number 22106). This means that participants who satisfy the assessment requirements of our accredited courses will receive a statement of attainment for TAEDEL402A - Plan, organise and facilitate learning in the workplace which is a unit in the Nationally recognised Certificate IV in Training and Assessment.

Please indicate if you are interested in achieving this unit.

Enrolling for University Credit

Participants completing the course are eligible to apply for RPL at Murdoch University. Further details contact Professor Barry Down - b.down@murdoch.edu.au

Registration details:

Organisation/School: _____

Address: _____

Telephone No: _____

Participant details

Participant Name	Email Address	Dietary requirements

Please fax return completed form to us at (02) 9590 3416 or by email to john.hogan@bigpond.com

AN OVERVIEW OF BIG PICTURE EDUCATION AUSTRALIA (BPEA)

BPE Australia is a non-profit network of educators implementing a distinctive design for schools in a range of different community settings. Our purpose is to influence vital changes in education. Our motivation is that too many of our young people are not achieving their potential. Many are not engaged in school learning and some do not complete school.

We do not own schools or manage them. We work with education systems to adapt the innovative Big Picture Education (BPE) design to fit specific schools and communities. Across Australia nearly 40 sites currently explore the BPE design. New schools, existing schools converting to BPE, Big Picture Academies within schools and other sites work to improve learning. Underpinning the BPE design are some important distinguishers (outlined opposite).

BIG PICTURE SCHOOLS EDUCATE ONE STUDENT AT A TIME, WITHIN A COMMUNITY OF LEARNERS.

They are lively proof that all young people, and especially our underserved students, can succeed in school. It happens by adhering to four basic principles:

1. Learning must be based on each student's interests and needs.
2. Curriculum must be relevant to the students and allow them to do real work outside of school.
3. Students must connect to adult mentors outside the school who share the interests and support the learning of the students.
4. Students' development and their abilities must be measured by the quality of their work and how this work changes them.

Every day, we strive to form deep ties that connect students, teachers, families, mentors and the entire community. We devote extra time and energy to helping our students succeed in high school and go beyond, into further learning or work. This is why Big Picture Education works.

Big Picture students learn together in small groups, called advisories, with an advisory teacher who guides the same group for a number of years. A parent or adult advocate of each student is also enlisted as an active resource for the school community. All students help create their own curriculum, a personal one, that reflects and expands their own interests and aspirations. The school days include off-campus internships generated from each student's interests. This real-life training could be in a law office, an arts studio, a research laboratory, a hospital, a national park ... it could be anywhere.

Big Picture students also take on further education including courses in various certificates and at TAFE and university. Each term they exhibit their work to their advisory teacher, peers, parents, mentors and others in the community. Students help each other to reinforce their individual passions for work in the real world. The result is a self-teaching community of learners where no one feels left out.

For more information contact:

John Hogan

Co-founder and Director Big Picture Education Australia

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Mobile: 041 793 1991

Learning through interest

THE BIG PICTURE DISTINGUISHERS

There are a number of design elements that, in combination, distinguish Big Picture Education from other designs of schooling. These elements or 'distinguishers' influence everything that advisory teachers, leaders, students and families try to do in a Big Picture school or program.

1. ACADEMIC RIGOUR: HEAD, HEART AND HAND

Big Picture schools have a strong intellectual purpose for each and every student. Students are continually challenged to deepen their learning and improve their performance across five learning goals: quantitative reasoning, empirical reasoning, social reasoning, communication skills and personal qualities. A high standard of academic work is expected of all students.

2. LEAVING TO LEARN: LEARNING THROUGH INTERNSHIPS

Students work 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.

3. PERSONALISATION: ONE STUDENT AT A TIME

With the help of the advisory teacher and parents, each student develops a learning plan that explores their interests and passions, and identifies personal learning goals, authentic project work and wider curriculum requirements. This plan is reviewed and updated regularly.

4. AUTHENTIC ASSESSMENT

Each term the students exhibit their portfolios of work to a panel made up of the advisory teacher, family, peers, the mentor, and others from the community. They provide evidence of progress against their learning goals and they reflect on the process of their learning.

5. COLLABORATION FOR LEARNING

Students work in one-on-one or small group learning environments around their interests both inside and outside the school. Through internships, the community plays an integral role in the education of the students.

6. LEARNING IN ADVISORY

Students are in an advisory group of no more than 17 students and an advisory teacher. They stay in the same advisory for much of their secondary education. The advisory teacher manages each student's learning plan and ensures that all learning goals and the National Curriculum are covered.

7. TRUST, RESPECT AND CARE

One of the striking things about Big Picture schools is the ease with which students interact with adults in both the school and the wider community. A culture of trust, respect and care is shared between students and adults, as well as among students themselves.

8. EVERYONE'S A LEADER

In Big Picture Schools, leadership is shared among the principal, staff, students, family, and community partners. Opportunities for leadership are created for everyone.

9. FAMILIES ARE ENROLLED TOO

Big Picture schools aim for real family engagement. Parents or carers are regarded as essential members of the learning team, beginning with the application process and progressing through to learning plan development, exhibitions and graduation.

10. CREATING FUTURES

All students are expected to graduate from school to further learning. They are prepared for, and connected to, opportunities for learning at university and/or other further education.

11. TEACHERS AND LEADERS ARE LEARNERS TOO

New ideas constantly emerge as part of the learning cycle process. Teachers and leaders in Big Picture schools and programs regularly attend to new ideas and learn new ways of working. They develop reflective practice and find ways of sharing this learning with others.

12. DIVERSE AND ENDURING PARTNERSHIPS

A Big Picture School has a strong focus on building and creating external partnerships. These include partnerships with: the family, mentors, local councils, businesses, universities, TAFE colleges and other training providers. These partnerships give students the opportunities to pursue their learning and achieve their goals