



At Big Picture Education Australia we recognise the need to radically transform the way we do schooling if we are to equip our young people for successful futures in the Digital Age.

We want to nurture young people who are creative-thinkers, social justice activists, politicians, community leaders, trades people, carers, designers, problem-solvers and innovators; so that they have satisfying careers, and can contribute to the future needs of an ever-faster-evolving world.

The key to nurturing the next generations of engaged, independent learners is putting students at the centre of decisions around what, how and when they learn.

The Big Picture Education design for learning is a frame for personalising learning in secondary school.

Research shows that we learn best when we are personally motivated.



“Customisation is at the heart of so much change in society and the economy – why not in education? We want every child to feel ‘known’ and understood.”

Viv White AM - CEO, Big Picture Education

passion **1. Students are at the centre of our educational design**

We say to students ‘Who are you? What matters to you?’ ‘What do you want to learn about?’ rather than ‘Here is a curriculum that everyone must do.’

Students decide what avenues of learning to pursue and they each develop a Personalised Learning Plan. They then do projects and internships based around their interests.

Students develop skills around time-management, goal-setting, planning, research and presentation, while developing vital skills for life.



2. Out-learning connects students to community and to the world of work

While other educational designs offer work experience for a week or two throughout the year, our students ‘out-learn’ every week of the year.

‘Out-learning’ allows young people to test out their interests while still at school and helps them to develop communication skills with a variety of adults.

From Year 9 onwards, students do in-depth internships with external mentors who share their interests, in workplaces, community organisations or universities.

This strategy enables students to plan their future pathways and to build the networks they will need to pursue their interests after leaving school.



3. A new assessment regime

Throughout their education, assessment is via Portfolio and Exhibition. Students

collect samples of their work in hard copy or digital portfolios and explain the results of their learning throughout the term and link it back to their Learning Plan.

Students are measured by the quality of their individual work and how this work has changed them, rather than being ranked against 'norms'.

This approach also allows students to identify and reflect on their strengths and to incorporate other skills in creative arts and digital media production into their work.



4. New Pathway: The International Big Picture Learning Credential

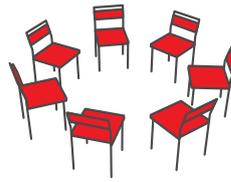
Year 11 and 12 students graduate from Big Picture schools with an innovative new credential that is a non-ATAR pathway to employment, training college

or university.

The International Big Picture Learning Credential is warranted by the University of Melbourne and it recognises a wider range of capacities, skills and qualities than traditional end-of-school assessment systems.

Student achievements are represented in an interactive Learner Profile that combines academic results with personalised insights into the learning and work of students.

It unlocks entry to over 16 universities around Australia with whom Big Picture has negotiated partnerships, and it provides employers with rich evidence of a student's character, performance levels and knowledge.



5. Wellbeing and positive relationships

In addition to achieving good learning outcomes, it is being shown again

and again in our schools that the Big Picture learning design also functions as a major 'wellbeing strategy' that bolsters confidence, sense of self and sense of community.

A significant part of this can be attributed to the focus on 'relationships'. In the Big Picture system known as 'Advisory', (a small learning community of around 17 with one consistent teacher), each student feels 'known' supported and respected.



Our Goal

Our goal is to help more young people to access learning in a style that nurtures them so that by the time they leave school, they will have:

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



ONE STUDENT AT A TIME IN
A COMMUNITY OF LEARNERS