



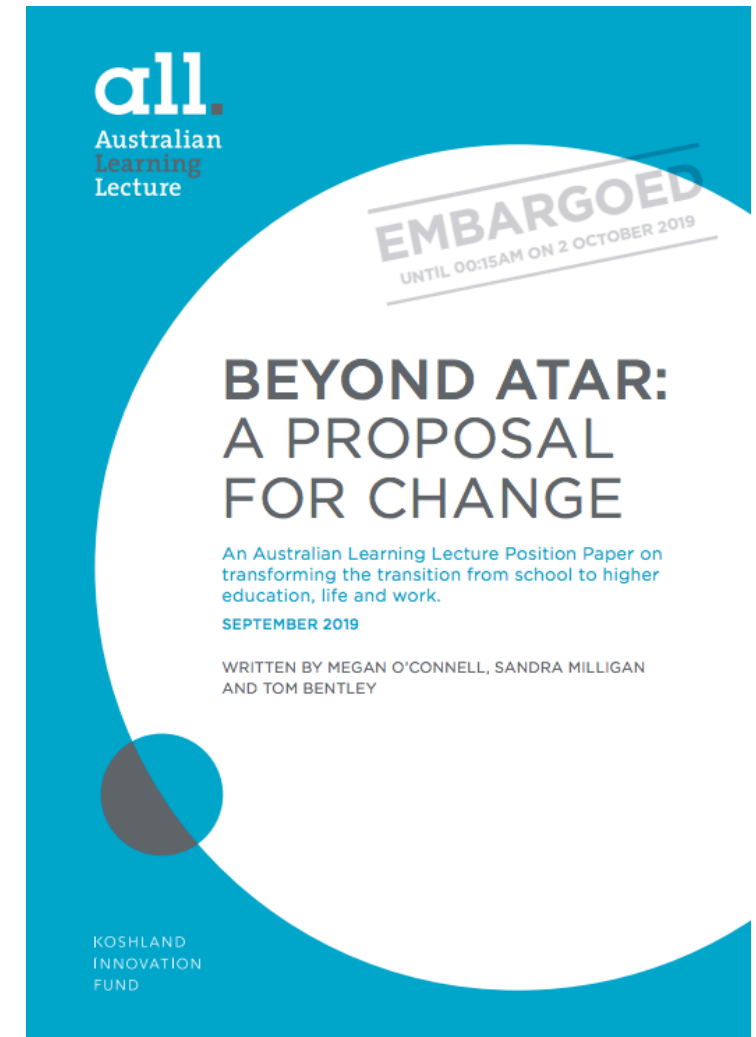
Redefining success for senior secondary schooling

Sandra Milligan
Assessment Research Centre
University of Melbourne
November 2019

Beyond ATAR

Proposals

- treat 15-19 year age-range as a distinct educational phase
- learner profile **for each** young person, capturing all their learning, passion and individuality, as an overlay to begin with
- selection and recruitment processes based on match between profile and opportunity



Learner Profile?



SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION

This is to certify that

Sam Smart

has fulfilled the requirements of the
South Australian Certificate of Education



Paul Markham
Chief Executive
SACE Board of South Australia

Registration No. 1010662
Date issued: December 2018

This qualification is a South Australian Certificate of
Education in the Australian Qualifications Framework



Government of
South Australia

Record of Achievement

SACE Registration Number: 113496X
Date issued: December 2018

Sam Smart

has achieved the following results towards the South Australian Certificate of Education (SACE)

Stage 1	SACE Subjects	Credit Value	Result
2018	English	20 credits	B
2018	Chinese (continuing)	10 credits	B-
2018	General Mathematics	20 credits	B+
2018	Design	20 credits	B
2018	Research Project B	10 credits	B

Stage 2	Recognised Courses	Credit Value	Result
2017	International Foundation and Training Units of Competency: Science Certificate III in Design and Media	20 credits	Graded

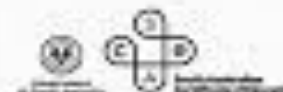
Stage 1	SACE Subjects	Credit Value	Result
2017	English	20 credits	A
2017	Chinese (continuing)	10 credits	B
2017	Design	10 credits	B
2017	General Mathematics	20 credits	A
2017	Psychology	10 credits	B
2018	Personal Learning Plan	10 credits	A

Stage 1	Recognised Courses	Credit Value	Result
2017	Community Learning Duke of Edinburgh award	10 credits	Graded

This student has completed all the requirements of the South Australian Certificate of Education.
For further information on the SACE and its requirements, go to www.sace.sa.edu.au/sace



Paul Markham
Chief Executive



RECORD OF ACHIEVEMENT

SUBJECT	GRADE	TRANSFER (NEAR: MEDIUM: FAIR)
English	B	M
Mathematics	B	M
Cert III information, Digital Media & Technology	-	N
Integrated Learning	A	F
Chemistry	B	F
Philosophy	A	M

UNDER PINNING SKILLS

Literacy



Transfer

Numeracy



Transfer

ICT & Cyber



Transfer

CAPABILITIES



ENTREPRENEURIAL THINKING





Student Results

English Communication	Sound
Prevocational Mathematics	Sound
Social and Community Studies	High Achievement
Engineering Skills	Sound
Cert II Kitchen Operations	Competency Achieved
Cert II Sport & Recreation	Competency Achieved

QCE
attained

Attendance
99%



GOLD

The student analyses new ideas with a focus on prioritising needs and taking action. They can predict appropriate consequences when selecting solutions, as well as justify logical reasoning to achieve their learning goals. The student utilises negotiation skills to contribute to team needs. They manage emotions effectively and articulate ethical responses in challenging scenarios.



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PLATINUM

The student generates new ideas assuming responsibility for enacting ideas. They demonstrate the flexibility to evaluate goals and modify strategies on challenging tasks. Collaboration is utilised to lead teams and resolve differences through consensus. On critical reflection of their own performance in social and work related environments, they manage personal dispositions and evaluate ethical bases of action in complex contexts.



PLATINUM

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Semper Altiora Badges



Paddock to Plate Badge



Sport Badge



**International Study Abroad
Badge**

Statement/Reference

Brendon has been enrolled at this school since 27th January, 2015 and has had an excellent attendance record. He is a very friendly, outgoing person, who is well respected by both teachers and fellow students. Brendon has worn the school uniform with pride, setting an excellent example for younger students. His cooperation has extended beyond the school into activities outside the school setting. He is a very polite and courteous student who is very honest and can be trusted in all situations. Brendon has been a good worker in the more practical subject areas. He has been reliable and responsible in completing home tasks and assignments. As a member of the class, Brendon has been most responsible and reliable. He has built positive relationships with his teachers and can be seen as a leader in the classroom. His efforts have been recognised as he received the Vocational Education and Training Student of the Year Award for his dedication and excellent work in Hospitality and school based traineeship at ~~Jave~~ Brothers. Brendon was also awarded an Academic Award as the top student in Certificate II in Sport and Recreation and Certificate II in Kitchen Operations.

Brendon was involved in the Hospitality trip to China, where he was one of four students accepted to work with professional chefs at the Marco Polo hotel, where they prepared meals for international guests, as well as working as front of house to serve patrons. Brendon was well liked by the Chinese staff who he worked with and was even approached to return in the future for further training. Brendon has also had a huge influence on the Hospitality department at school. He has been involved in a weekly operation of preparing breakfast and coffee for staff, as well as working at numerous school functions such as Paddock to Plate and Oktoberfest. Brendon has been heavily involved in multiple sports at Interschool level. He was awarded the Age Champion for Open Cross country, as well as captaining the Open Rugby League team to a regional qualifying final. As captain, Brendon was hugely influential in organising the team in training and preparation for games. He has been very involved in spending his own time coaching and training junior teams before and after school, as well as assisting with refereeing of junior carnivals. Brendon was also captain of the Open Touch Football team, where he organised his team at training and competitions. He has demonstrated outstanding leadership on and off the field, and has been a huge asset to the school's Rugby League Academy and Touch football teams. Brendon has made a positive contribution to the life of the school in the academic, sporting and cultural fields. He has performed well in many areas of school life by using his leadership qualities, organisational skills, initiative and sense of responsibility. Brendon has been a valued member of the school community and our loss will be the gain of the wider community. We wish Brendon every success in his future career.

State Manager De Bortoli
Mr Tim Ebbstein

Principal
Matt O'Hanlon

Year 12 Deputy Principal
Dr Donna Harvey



Kavita Singh

Kavita Singh is a STEM enthusiast and social justice-advocate. She is an aspiring biomedical engineer and hopes for her work to have a tangible impact on marginalized communities.

 [The Nueva School](#)

 10035 95th Ave NE
San Mateo, CA 94403

CREDITS

COURSES

Credit Profile

Distribution of credits earned by the student.

Filter by ☐ Advanced ☐ Foundational

Credit distribution



Social and Emotional Acuity

1 3

Leadership in Learning Advanced
Understanding of Self
Understanding of Others
Mind-Body Balance
Self-Directed Learning

Citizenship and Decision-Making

2 2

Compassionate Integrity Advanced
Activism and Learning Advanced
Awareness and Inclusion
Responsible Decision-Making

Communication and Self-Expression

3 4

Linguistic Systems Advanced
Visual and Artistic Creation Advanced
Public Deliberation Advanced

Problem-Solving and Critical Analysis

1 2

Technical Design Advanced
Problem Identification
Critical Consumption of Data

Evidence

Featured work selected by the student.

Technical Design Advanced



Bioengineering

Brainstormed, researched, designed, iterated, and prototyped two medical wearable devices.

Multiple Technical and Scientific Advanced



Quadratic Surfaces Proofs

Created five distinct ways to derive equations for rotated quadric surfaces.

Compassionate Integrity Advanced



Volunteering for Cake4Kids

Design, bake, and deliver cakes for underprivileged children (primarily foster kids) through the Cake4Kids organization.

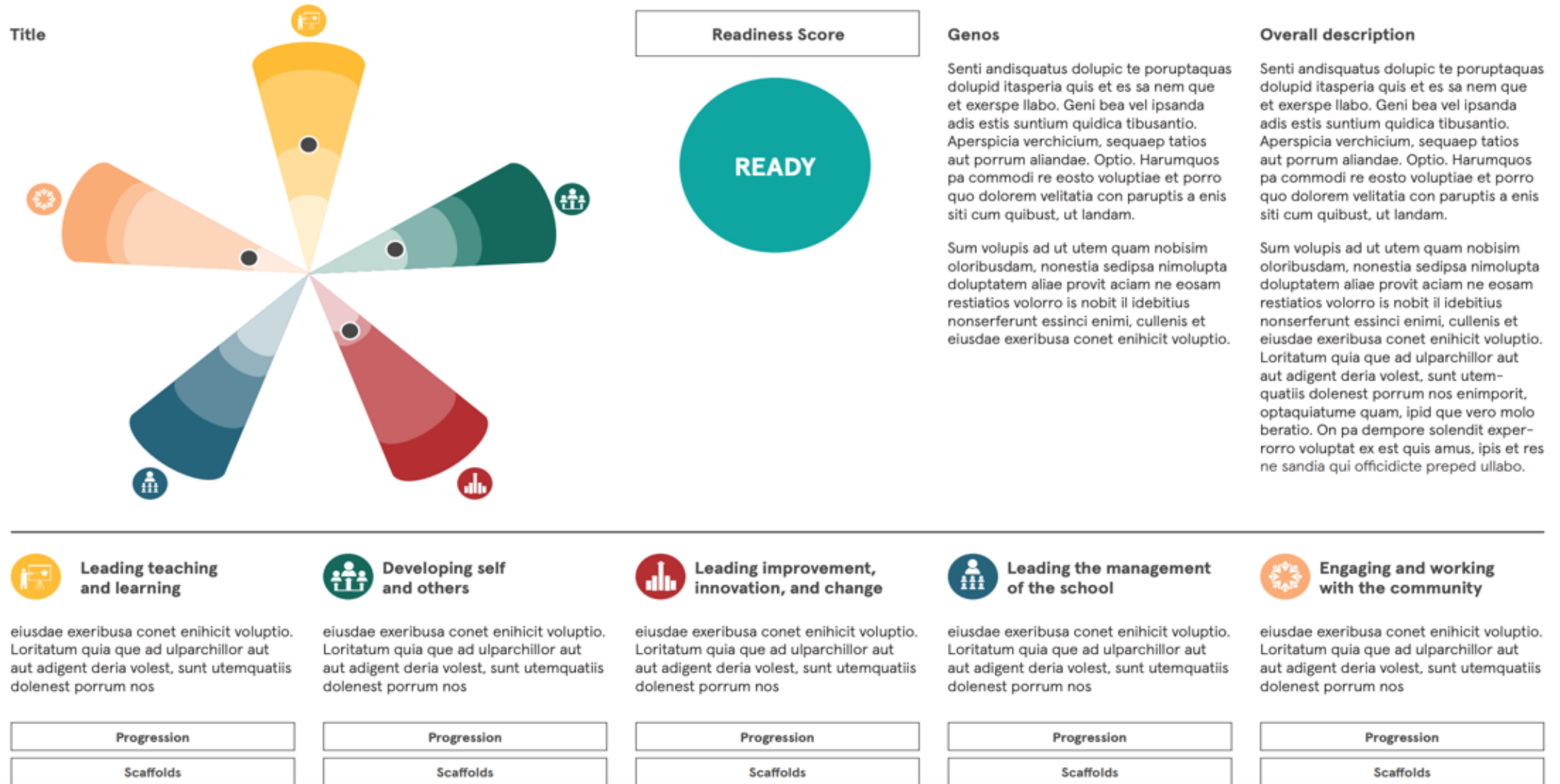
Activism and Justice Advanced



Co-founder and co-chair of Annual Feminism Conference

Organized annual conference with renowned speakers and approximately 100 attendees.

Final Candidate report

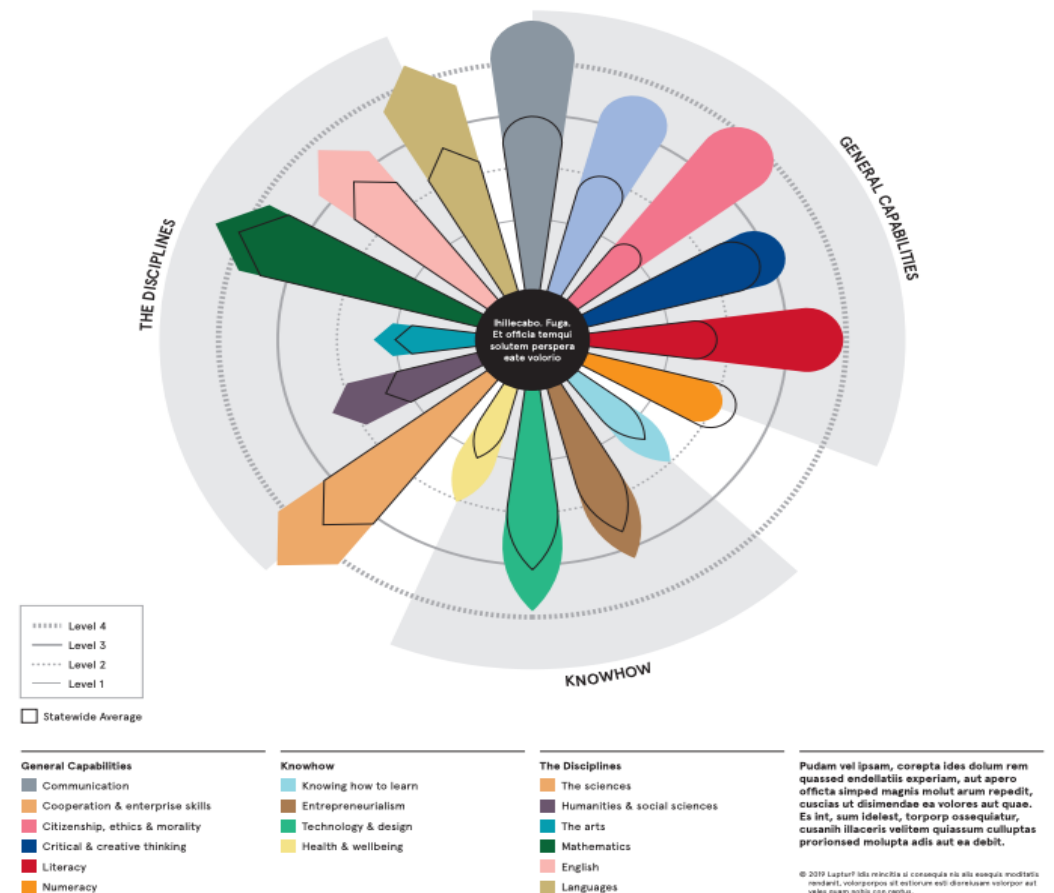


The level of attainment in any profile domain can be established using a range of authorized attainments, including:

- An HSC subject score;
- VET qual;
- A credit provided by an accredited tertiary provider
- A micro-cred provided by an employer, or out of school
- A micro cred provided by schools.

Learner Profile[®]

Name: First Name Second Name
School: School Name
Class: Class Name
Date: 00/00/0000

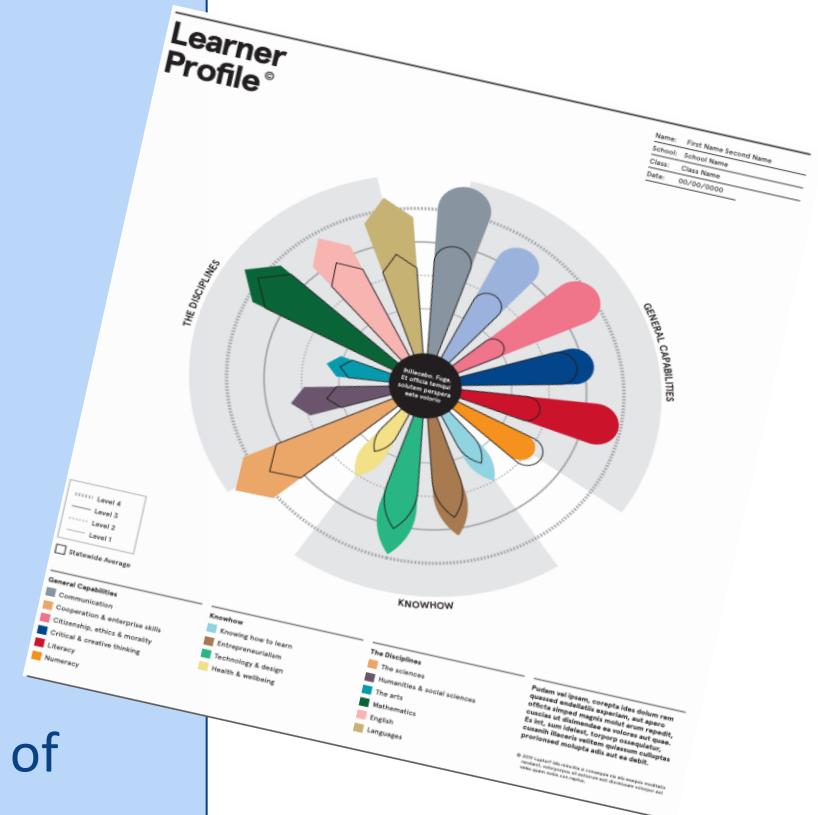


Trust in a learner's profile?

interpretable, shows what a student knows and can do

Common framework for a diverse system

1. Focussed on what is important for stakeholders?
2. Common nomenclature and structure?
3. Common standards framework?
4. Common currency for recognition?
5. High quality, comparable and moderated assessment?
6. Interpretability, utility for recruiters/selectors and other stakeholders?
7. Inclusive: provides recognition for all learners regardless of background and opportunity
8. Provides a curation of all learning



Complex competencies?

Packaged as:

“Graduate attributes”

“21st Century skills”

“General capabilities”

“Professional competencies”

“Enterprise skills”

“Employability skills”

“Transversal skills”

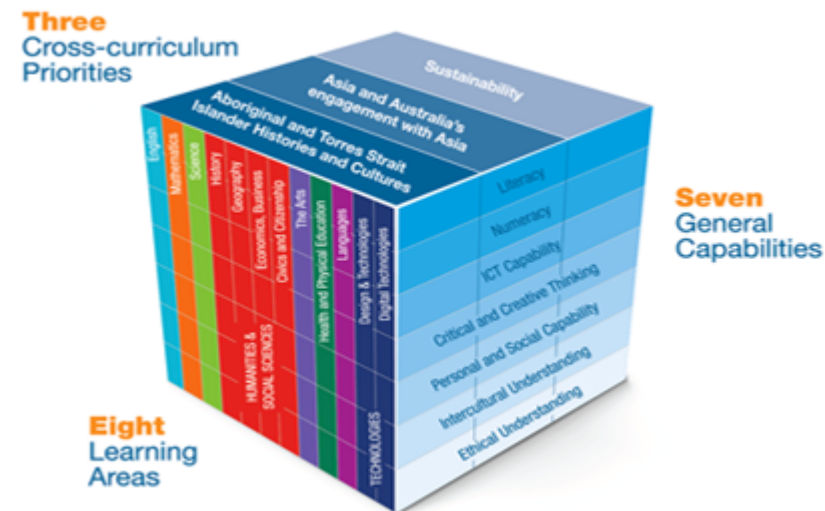
Packaged in different ways

*Communication
Collaboration
Critical thinking
Creativity
Ethics
Intercultural capacity
Enterprise skills
Learning skills
Leadership
Entrepreneurialism
Persistence*



Features

- Curriculum suitable (i.e. not dispositions, or personality, or things like IQ)
- Complex: knowledge + skills + attitudes + values + beliefs
- Focused on competence: knowhow
- Learnable
- Necessary for deep learning in a domain
- Learned via a domain
- Transferrable
- Expressed as progressions, behavioural indicators, criteria and standards



General capabilities in the Australian curriculum



Excerpt from the Mparntwe Education Declaration:

... every student must develop literacy and numeracy skills and develop broad and deep knowledge across a range of curriculum areas....Education plays a vital role in developing intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing... (students) need flexibility, creativity, and the ability and drive to learn.



Personal and social capabilities

Self-awareness

- Recognise emotions
- Recognise personal qualities and achievements
- Understand themselves as learners
- Develop reflective practice

Self-management

- Express emotions appropriately (*consider and justify...*)
- Develop self-discipline and set goals..) (select use and anays strategies
- Work independently and show initiative (*demonstrate..*)
- Become confident, resilient and adaptable (*evaluate..*)

Social awareness

- Appreciate diverse perspectives (*articulate..*)
- Contribute to civil society (*contribute...*)
- Understand relationships (*explain...*)

Social management

- Communicate effectively (formulate plans for effective coms)
- Work collaboratively (enact strategies)
- Make decisions (evaluate)
- Negotiate and resolve conflict (generate, apply and evaluate strategies)
- Develop leadership skills (propose, implement, monitor)



Intercultural Understanding

Recognising culture and developing respect

- Investigate culture and cultural identity
- Explore and compare cultural knowledge, beliefs and practices
- Develop respect for cultural diversity (understand...)

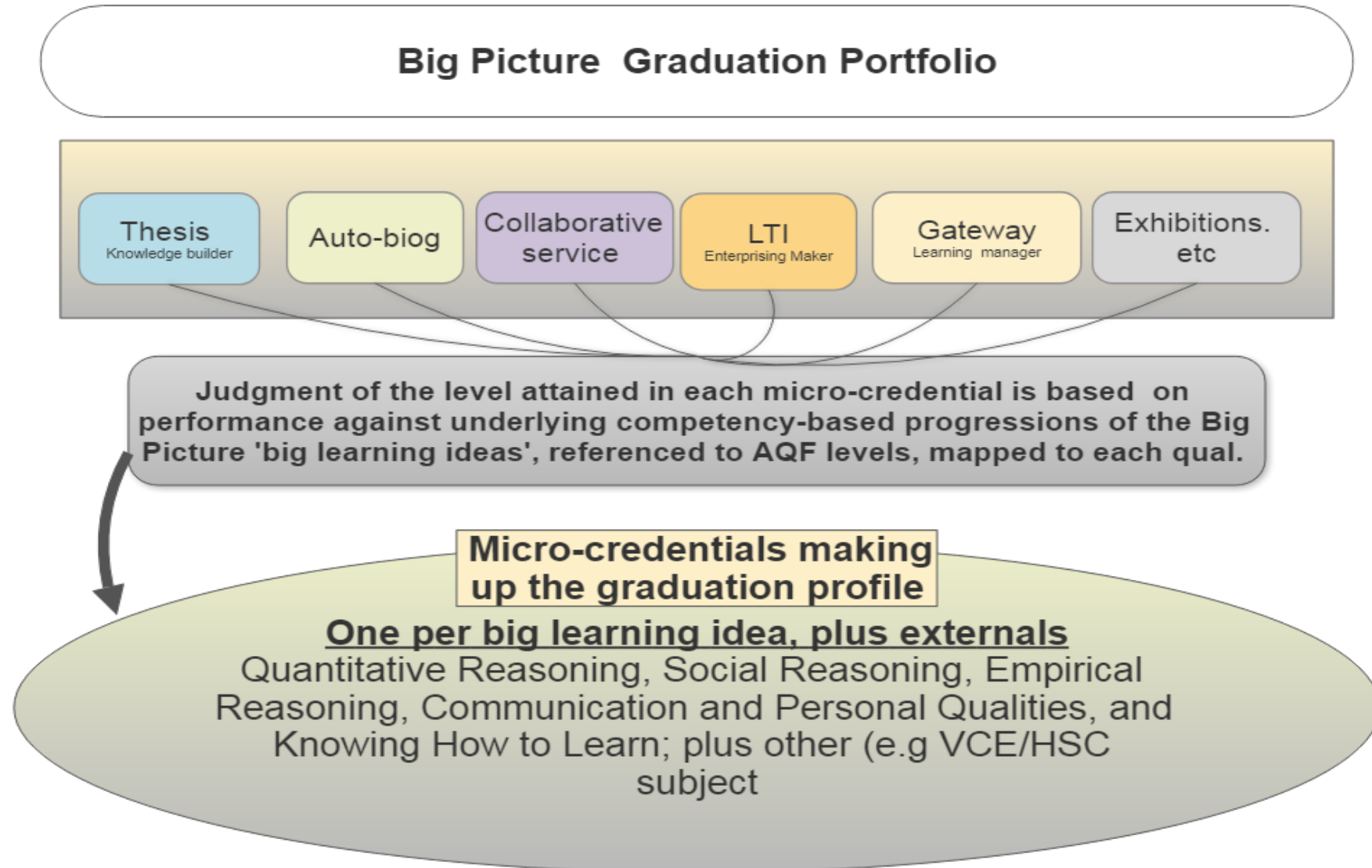
Interacting and empathising with others

- Communicates across cultures
- Consider and develop multiple perspectives
- Empathise with others

Reflecting on intercultural experiences and taking responsibility

- Reflect on intercultural experiences
- Challenge stereotypes and prejudices
- Mediate cultural difference

Packaged in different ways



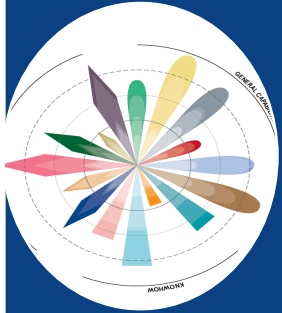


**What
competencies are
you interested
in?**

Sandra's poem: what is assessment?

Assessment is a process
of gathering evidence
(what a learners, say, do make or write)
during a performance
in a valued area of learning
to support a judgment
trusted by those concerned
about the position of the person
on a scale of competence
from less expert to more
showing what learners know and can do
and what they need to learn next
to guide further learning
or to select candidates for next steps.

ARC process for designing warrantable assessment & recognition credentialing and reporting systems



Design the Profile Report: the running record of valued attainments in standard, comparable form



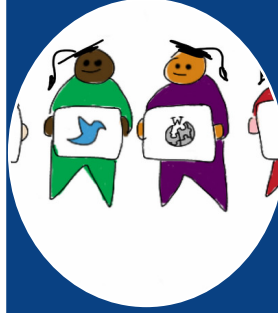
Establish competencies for each micro cred, define outcomes, identify stakeholders



Develop a progression that describes increasing levels of expertise in each competency



Develop Assessment Matrix (indicators, strands) with observable behaviours matched to levels



Create an assessment task or tasks that elicit observable behaviours



Record evidence and score of task performance



Interpret quality of performance



Identify and recognise competence level against progression





Performance based assessment

- ◆ Requires original rather than learned response
- ◆ Elicits the behaviours required for assessment to provide evidence for assessment)
- ◆ Emulates real conditions (authentic) of complexity, ambiguity, uncertainty
- ◆ Embodies & clarifies requisite standards
- ◆ Allows for learner reflection and revision, persistence (usually)
- ◆ Allows for self-assessment and student self-management

Then...

Better predictors of what students can do in the real world



Typical performance based assessments

School based assessments as indicator of scholastic ability

Theses, research project

Presentations

Portfolios

Performances, exhibitions

Enterprises initiatives

Capstones

Community service projects

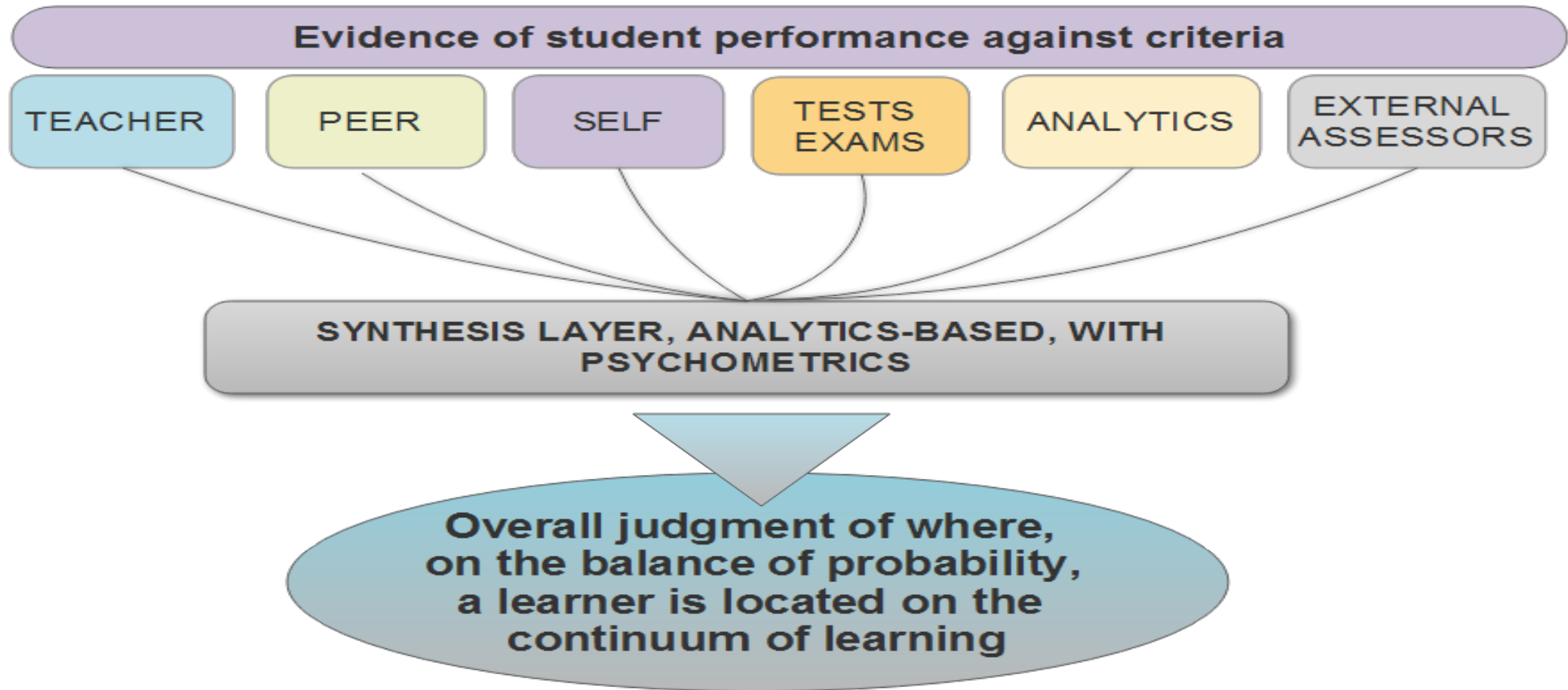
Employment related projects

Internships

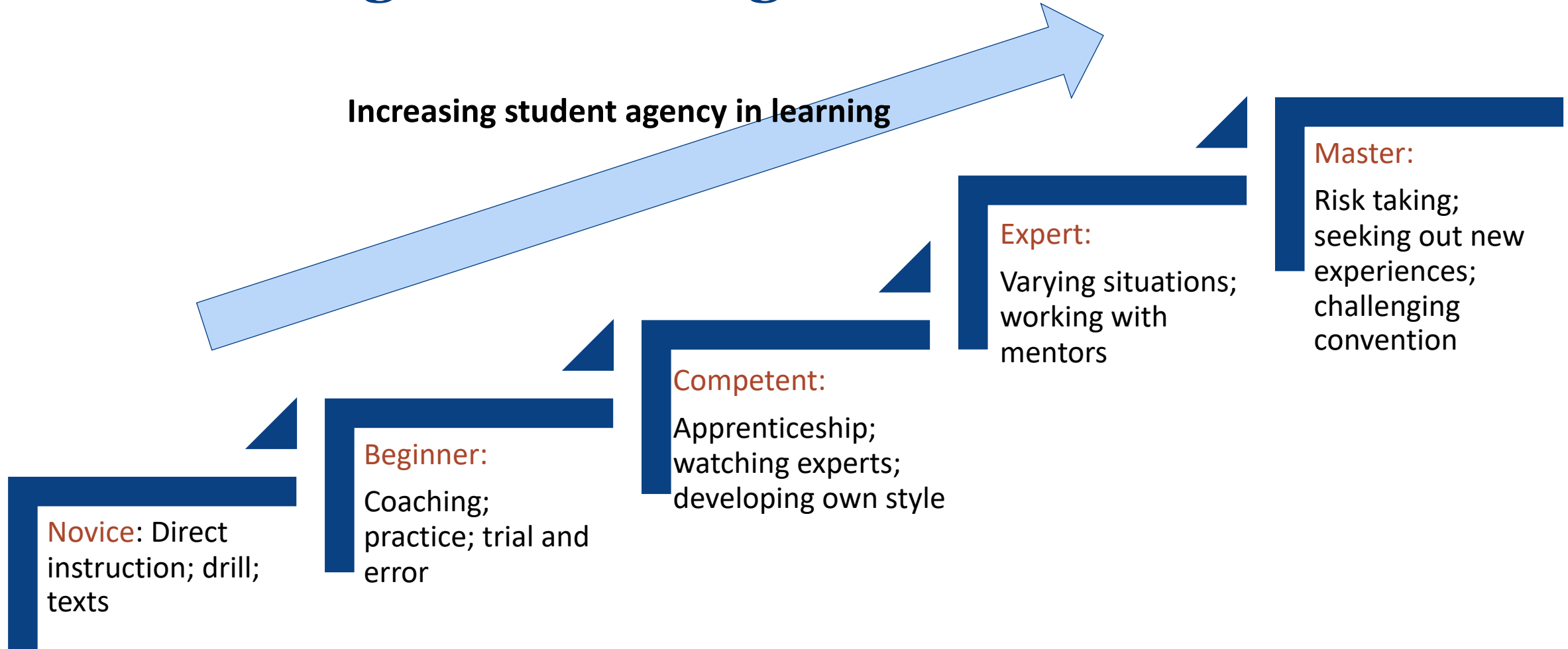


Evidence used for judgement

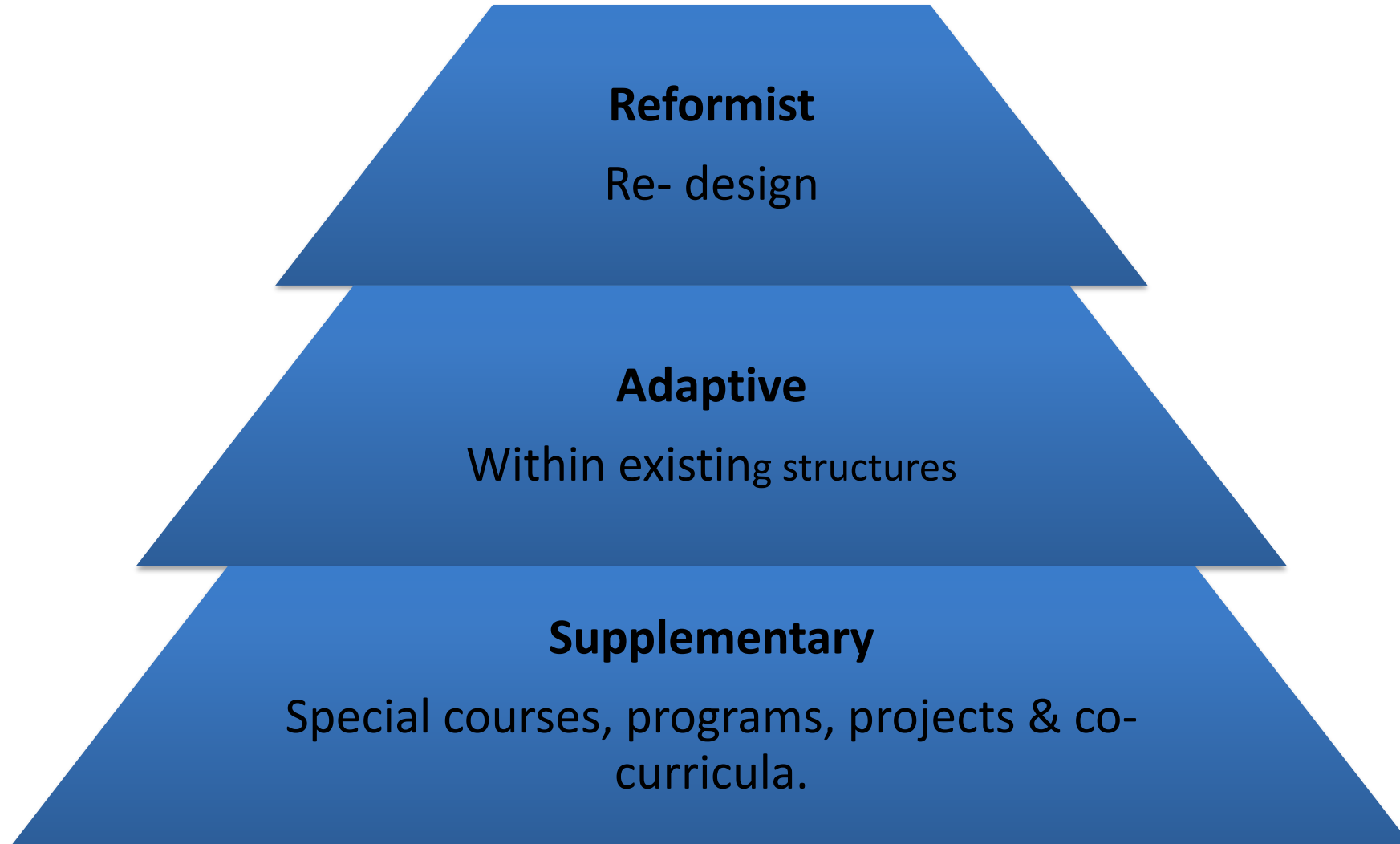
Distributed assessment for complex constructs



Teaching and learning



Organisation of teaching and assessment of CC





Our project

Outcomes: for broader definition of success

- ❖ Emergent design of a Lerner Profiles
- ❖ Assessments for general capabilities or related complex competencies for certification & recognition, to redefine success
- ❖ Robust and comparable assessments
- ❖ Assessments practical & useful for all teachers
(watch workload)
- ❖ Assessments are practical, useful & empowering for student agency
- ❖ Applicable to different organisation of teaching and learning
- ❖ Assessed and learned through performance to build competence

Inputs

Proportionality

ACARA-based framework, (but better for SACE)

Experts of different kinds

Time, thought and effort

Intersectoral collaboration

Student voice

Other stakeholder voices

Questions to be answered

- ◆ Will it engage students more?
- ◆ How to engage stakeholders?
- ◆ What technology to amplify teacher capacity
- ◆ What system resources?
- ◆ How much time and effort for everyone?
- ◆ Will it exacerbate or ameliorate disadvantage?





THE UNIVERSITY OF
MELBOURNE

Thank you

Subtitle

Melbourne Graduate School of Education

Retention, Certification and ATAR

	NSW	Vic	QLD	WA	SA	Tas	NT	ACT	Aus
Apparent Retention rates (2015)	78.2	86.4	88.4	82.8	95.7	71.7	53.7	96.6	84.0
Year 12 Certificate as % of Year 12 cohort (2015)*	70	87	76	71	70	51	42	98	75
ATARs as a % of Year 12 cohort (2015)**	59	61	42	39	57	33	28	60	53

Source: Polesel