



Research Brief 2

A Map for Transforming schools: All of the design, all of the time, all of the way through...

The Implementation of Big Picture Education in Five Schools

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Abstract

This brief outlines a map developed from research into the implementation of The Big Picture Education (BPE) design for learning and school in five quite different high schools. In this research we were keen to learn how school communities effectively implement a Big Picture Academy or Big Picture Education orientation within an established school. Out of this research we were also committed to providing school staff with ways of understanding their progress, reflecting on their progress and planning for maturation of the implementation of the design. We hope this map will make a contribution to that goal.

The full reports – and this brief - from the project can be found online at <https://www.bigpicture.org.au/big-picture-academy-bpa-project-map4u-murdoch-university>

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The map that follows was developed to provide an analysis of the processes involved in transforming school through the experience of teachers and school leaders engaged in the implementation of a design for learning and school called Big Picture Education. In it we summarise three interrelated sites of thinking and action around school transformation, that is, structure, culture and practice. These categories are hardly new or even surprising in the school change literature. Based on the findings in this report, we can reassert with some confidence that any transformational project must attend to all three elements, changing one without the others is doomed to fail.

Practice refers to the ways in which the vision and conception of the design is embedded and deepened around, for example, student interests, self-reflection, internships, student projects, autobiographies, portfolios and post-school plans.

Culture refers to the broader sets of values, beliefs and relationships that need to be created among teachers, students, families and the wider community. For example, within the school culture everyone is a leader; everyone matters, everyone is listened to, and everyone is accountable. Trust, respect and care define the environment.

Structure refers to the ways in which schools intentionally create spaces, places and time for the key elements of the desired practices to occur and the culture to be manifest. For example, for student advisories – as the cornerstones of learning, engagement and well-being. These advisories require teachers who are committed, well prepared and carefully selected for the kinds of intensely relational work required.

Successful implementation of the design whether as an academy in a large school or integrated into an existing whole school requires the leaders and teachers to grapple and define as best they can these practices, the culture and the required structures prior to implementation. However, vigilance is required. Implementation is always imperfect. As we outline in the report there are always 'push/pull forces' to be negotiated. Built into BPE is a process for action learning and a reflective practice. It follows that when the design is put in place this constant cycle of action, reflection, re-planning, action, reflection and re-planning improve the chances of the academy/school remaining focused, vigilant, observant, and persistent. Fidelity to the design will be stronger. A robust integration with the school context will be stronger.

In this map we outline a set of robust BPE design principles, values and practices that provide the foundations for the school to develop and implement. We sketch out how they might evolve over time from emerging to implementing to realised. Further we identify some indicators for noticing, collecting and documenting student learning for each of those phases.

STUDENT LEARNING

Early Indicators

Student interest identified
 Students understand Learning Goals
 Can use Personal Learning Plans
 Family Learning Plan meetings
 Exhibitions - family in too!
 Self-reflective Journals and Narratives
 Portfolios in development

BPE DISTINGUISHERS

1. Academic Rigour (Head Heart Hand)
2. Leaving to Learn: Learning through Internships
3. Personalisation: One student at a time
4. Authentic Assessment
5. Collaboration for learning
6. Learning in Advisory
7. Trust, respect and care
8. Everyone's a leader
9. Families are enrolled too
10. Creating futures
11. Teachers and leaders are learners too.
12. Diverse and enduring partnerships

DESIGN DECISIONS

CHANGES TO PRACTICE

CHANGES TO STRUCTURE

CHANGES TO CULTURE

EMERGING

Student interest a focus
 In-depth learning in the interest
 Reflective practices being established

Advisories
 Advisory Teachers
 Leaving to Learn and Internships timetabled
 Family Learning Plan meetings structured into timetable
 Family involvement in exhibitions enabled

Family involved in Learning Plan and Exhibition and listened to.
 Every student matters and know they matter. They are known well by an adult in the school. They participate in creating their learning plan and advisory. Community is involved in school activity and as mentors

IMPLEMENTATION PHASES

EXPLORING
 ENGAGING
 STARTING

IMPLEMENTING

BY THE MIDWAY CRISIS OR ZONE O

CYCLES OF ACTION

REVIEW
 DESCRIBE & EXPLAIN
 EXPLORE
 DESIGN
 PLAN AS A CYCLE



WHOLE SCHOOL ADOPTING BPE

YEAR ONE

YEAR TWO

BPE ACADEMY IN A LARGE SCHOOL

YEAR ONE

YEAR TWO

GREENFIELD BPE SCHOOL

YEAR ONE

YEAR TWO

PL: FROM IDEA TO REALITY

Along the way	Achievement Standards	INTERNATIONAL BIG PICTURE LEARNING CREDENTIAL
<ul style="list-style-type: none"> Assessing Learning Goals Assessing level of engagement Assessing level of independence Quality of work improving Evidence of student change that everyone notices 	<ul style="list-style-type: none"> Learning Goal Standards Depth in at least one interest Personal learning goals Readiness for Post-school life Certificates/Courses completed Graduate Portfolio 	
IMPLEMENTING	REALISED	<p>COHERENT</p> <p>FIDELITY</p> <p>SUSTAINABLE</p> <p>SHARED LEADERSHIP</p> <p>INNOVATION EMERGING</p>
<ul style="list-style-type: none"> Leaving to learn Internships Assess against learning goals Narratives 	<ul style="list-style-type: none"> Senior Project Autobiography Post-school Project Portfolio 	
<ul style="list-style-type: none"> Staff advisory time Community participation sought and enabled Creating new partnerships to enhance student learning possibilities Emerging student leadership activities 	<ul style="list-style-type: none"> Staff selection Staff induction Staff support Staff, student, family and community decision making 	
<ul style="list-style-type: none"> Advisory culture maturing. Student voice key to creating school culture. Family involved and engaged Staff is a learning community Everyone has experience of leadership Culture of trust respect and care Community is engaged in and with the school 	<ul style="list-style-type: none"> Developed people in a developed accountable school Mature advisory Mature advisory teacher Mature school Mature leadership Community learning and changing too. 	
<p>POINT POSSIBLE OF COMPLACENCY</p> <p>REFINING</p> 	<p>INTEGRATING</p> <p>EMBEDDING</p> <p>INNOVATING</p>	<p>A BIG PICTURE SCHOOL</p>
	<p>PREPARE FOR ACCREDITATION</p>	
<p>TO SEVEN</p>	<p>YEAR EIGHT TO TEN</p>	
<p>TO FOUR</p>	<p>YEAR FIVE TO SIX</p>	<p>A BIG PICTURE ACADEMY</p>
<p>TO FOUR</p>	<p>YEAR FIVE TO SIX</p>	<p>A BIG PICTURE SCHOOL</p>



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