



NEASC Webinar Sept 2024

ADVANCING NEXT GENERATION
SCHOOLING

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Sept 2024

Schooling: the pattern established circa 1880s



- Priority: get everyone to read and write; support academically-inclined students to progress
- Compulsory, centralised designed, for breadth
- Set syllabuses, content based, chunked
- Success defined by academic skill, via exams & tests
- Teachers as domain experts
- External examiners
- Tests invigilated, confidential
- Summative scoring, usually as ranks
- Public reporting on schools
- Statistical moderation to damp cheating
- Ranking for tertiary entrance /scholarships

Background since 1980s...

- Calls to build 'life-long learners' not just consumers of content
- Retention rates in school and tertiary flat..... Yet need full participation
- Truancy and absenteeism on the rise...yet need engagement
- Mental health issues growing...yet want thriving young people
- Applications to Uni flat at about 40%... yet need more
- Standards flat or worse...yet aspire to increase standards
- All worse for equity groups....despite trying to close the gap

Many schools (and some systems) are working on reforms to curriculum, learning design, assessment and certification... a post-1880s grammar of schooling.

The shared challenge: 'next-gen' assessment & recognition

- provide metrics for the transferrable competencies that support learners to thrive
- that are as robust, scalable and comparable as traditional standardised testing
- and as useful at national and international level
- support greater depth and engagement in domain learning
- have practical utility for learners, teachers, K-12
- have practical utility **for** recruiters and selectors esp at university



School Assessment and credentialing partners



Plus schools in these systems and networks



Next-generation assessment methods

- **360^o, aggregated teacher micro-judgements**, not objective tests and machines
- **Evidenced over time, in authentic performances**, not standardised tasks or proxies
- **Progressions and materials** scaffold teachers and students
- **Common language, and progressive standards**, not ‘minima’, or ‘fail’
- **K-12 line of sight**
- **Learner known well by assessors**, not anonymous
- **Comparable** not standardised
- **Assessment embedded in learning**, not separate
- **Learner has agency in learning and assessment**
- **Profiles** not ranks for selection and representation
- **Portfolios** not scores for evidencing
- **Supported by tech platform**





Next-generation reporting suite and credentials

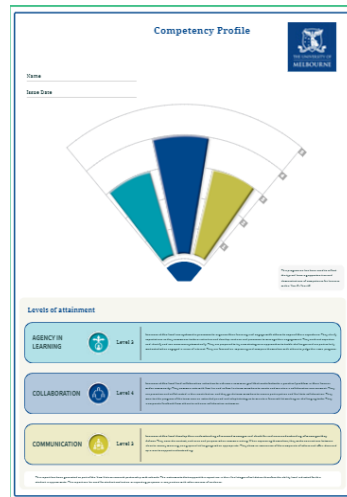
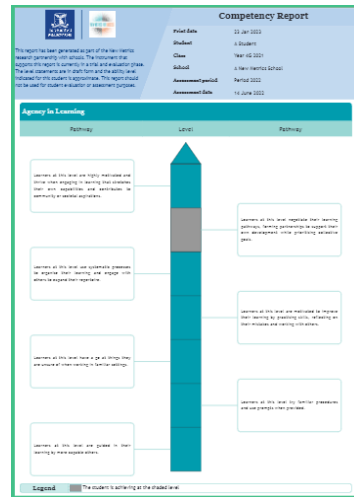
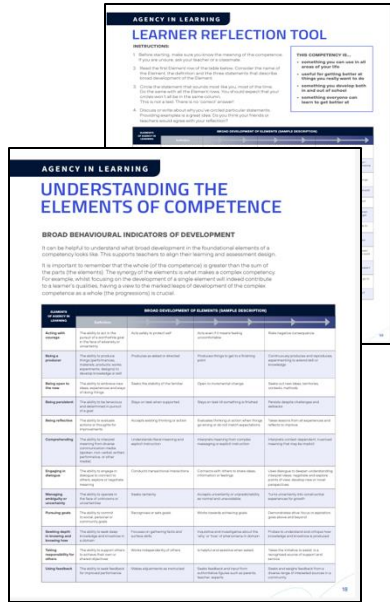
Digital, analytics-based functional, with profiles and sometimes portfolios

Reflection tools and rubrics for teachers and students

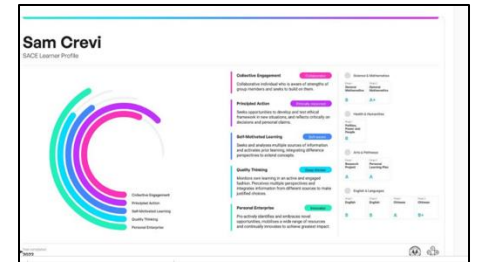
Formative assessments, calibrated

Assessment for school reporting, calibrated, Internally comparable

Assessment for transition credentials : calibrated, moderated, externally comparable



International Big Picture Learning Credential



SACE Board profile

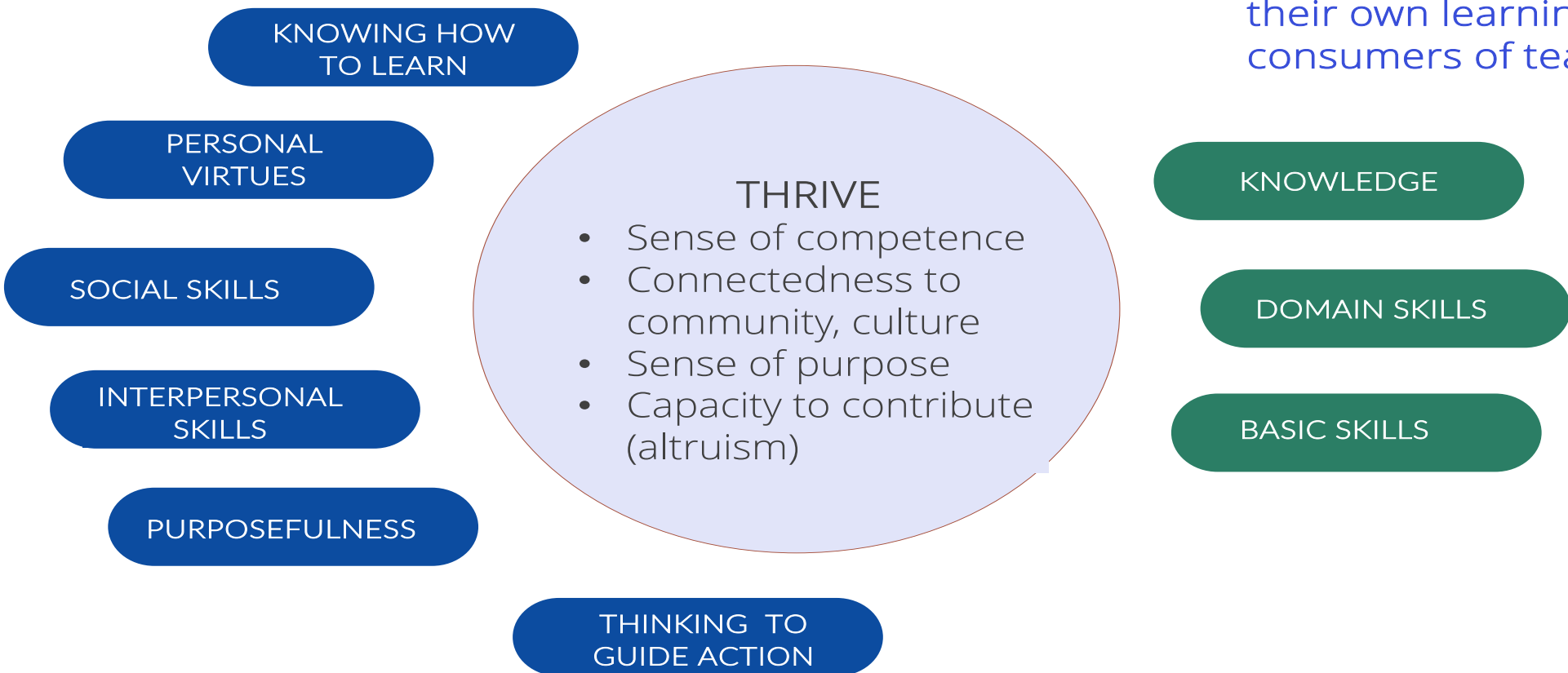


Aust Learning Competency Credential



i. Learning ambitions

Students who learn what it takes to thrive



Supporting learners to become producers of their own learning, not consumers of teaching

ii. Focus on competence, not just knowledge and domain skill

Competence is the capacity to consistently **perform** to achieve a valued purpose in a domain of interest, using a combination of knowledge and skill, personal dispositions and values, social, interpersonal and intellectual skills, and an orientation towards learning.





iii. Next-gen assessment and recognition

Sandra's Poem

...a **process**
of gathering evidence
of what a learner is **capable of**
in a **complex** domain of learning
in a **variety** of situations
to support a **considered judgment**
about their position on a **scale of competence**
from less expert to more expert
representing what they know and can do
and what they need to learn next
with a **sufficient** degree of confidence
to support them in their learning
and to provide recognition of their attainment
that people can **trust**



iv. Developmental reporting: empirically verified learning progressions

Learning Progression

- ✓ Describes levels of increasing competence
- ✓ Are evidence-based models of learning
- ✓ Usually presented as a table
- ✓ Each row is a standard
- ✓ Each row has a label and description

UPPER ANCHOR

- ✓ Describes competent performance
- ✓ Describes aspirational performance

LEVEL LABELS

- ✓ Links to standards
- ✓ Links to expectations

MOVEMENT FROM ONE LEVEL TO NEXT

- ✓ Marks a transformation in competence: emergent property
- ✓ Can be easily recognised

Level 5	<i>A world-class organisation better serves, and its employees that officers, systems systems are domain recognize the changed, teamwork-class company's employees have levels optimal to providing quality, consistency and engagement that we won't be possible to be possible important. People structure our company's company. World-class company with the forward customer value, and provide to avoid assume risk, and proving it we won't be possible high-level performance to important system.</i>
Level 4	<i>A generally well-organized team is able to deliver well. They have a good understanding of the customer's needs and are able to provide a good service. They are able to work together to solve problems and are able to provide a good service. They are able to work together to solve problems and are able to provide a good service.</i>
Level 3	<i>A good team is able to work together to solve problems. They are able to work together to solve problems and are able to provide a good service. They are able to work together to solve problems and are able to provide a good service.</i>
Level 2	<i>They can't get on with their work. They are able to work together to solve problems and are able to provide a good service. They are able to work together to solve problems and are able to provide a good service.</i>
Level 1	<i>They are unable to work together to solve problems. They are unable to work together to solve problems and are unable to provide a good service. They are unable to work together to solve problems and are unable to provide a good service.</i>

LOWER ANCHOR

- ✓ Describes least competent performance

LEVEL NUTSHELL STATEMENT

- ✓ High-level summary of a level
- ✓ Meaningful to users
- ✓ Easy to remember

LEVEL DESCRIPTION

- ✓ Describes level of competence
- ✓ Brings to mind typical performance
- ✓ Understood by all users
- ✗ Describes every possible detail of performance
- ✗ Describes consistency of performance
- ✗ Describes what can't be done
- ✗ Describes common misconceptions
- ✗ Links to only one assessment

v. Common currency and standards

Tertiary side



Course profiles

Elements, calibrated, leveled, structural

ACTING WITH PURPOSE	TAKING RESPONSIBILITY	DEVELOPING OPPORTUNITIES	BUILDING CONNECTIONS AND SOCIAL ALLIANCES	TAKING ACTION TO MAKE A DIFFERENCE	IDENTIFYING CHALLENGES, RISKS AND OPPORTUNITIES
USING FEEDBACK	SHOWING COMMITMENT	ACTING WITH COURAGE	BEING SYSTEMATIC	BEING OPEN TO NEW IDEAS	MANAGING DIFFERENTLY
COLLABORATING	DEMONSTRATING RESPECT	FORMING JUDGEMENTS	BEING FLEXIBLE	BEING RESILIENT	
PROBLEM SOLVING	MONITORING AND REFLECTING	DEVELOPING FOR EFFECT	DEVELOPING COMMUNICATION	MAKING GOOD DECISIONS	
PROBLEM SOLVING	ACTING WITH INTEGRITY	INQUIRING	ACTING WITH INTEGRITY		

Combine to describe courses

Combine to generate capability profiles

School side



Learner profiles

vi. Key is learner agency in learning and assessment

- Learners understand the competencies, progressions and indicators
- They develop the language and understanding of competence
- They can help design their own performance tasks
- They can assist assessors to understand their performances
- They can assess themselves
- They can assess their peers
- They can decide with whom to share their reports
- They don't fail: but they understand the standard they have reached



Cultivating Agency in Learning



Measuring What We Value



vi . Meeting needs of different stakeholders

Student

Something to be proud of
Trusted representation “Who I am, What I am , what I am good at; what I want to do”
Utility for representing self, make good choices
School helps prepare and warrant quality

Tertiary

Predictive of best candidates wrt retention, pass rate; employability, what they are good at;
Defensible basis for choosing
Universal: inclusive approach works for diversity groups
Cost effective to use

School

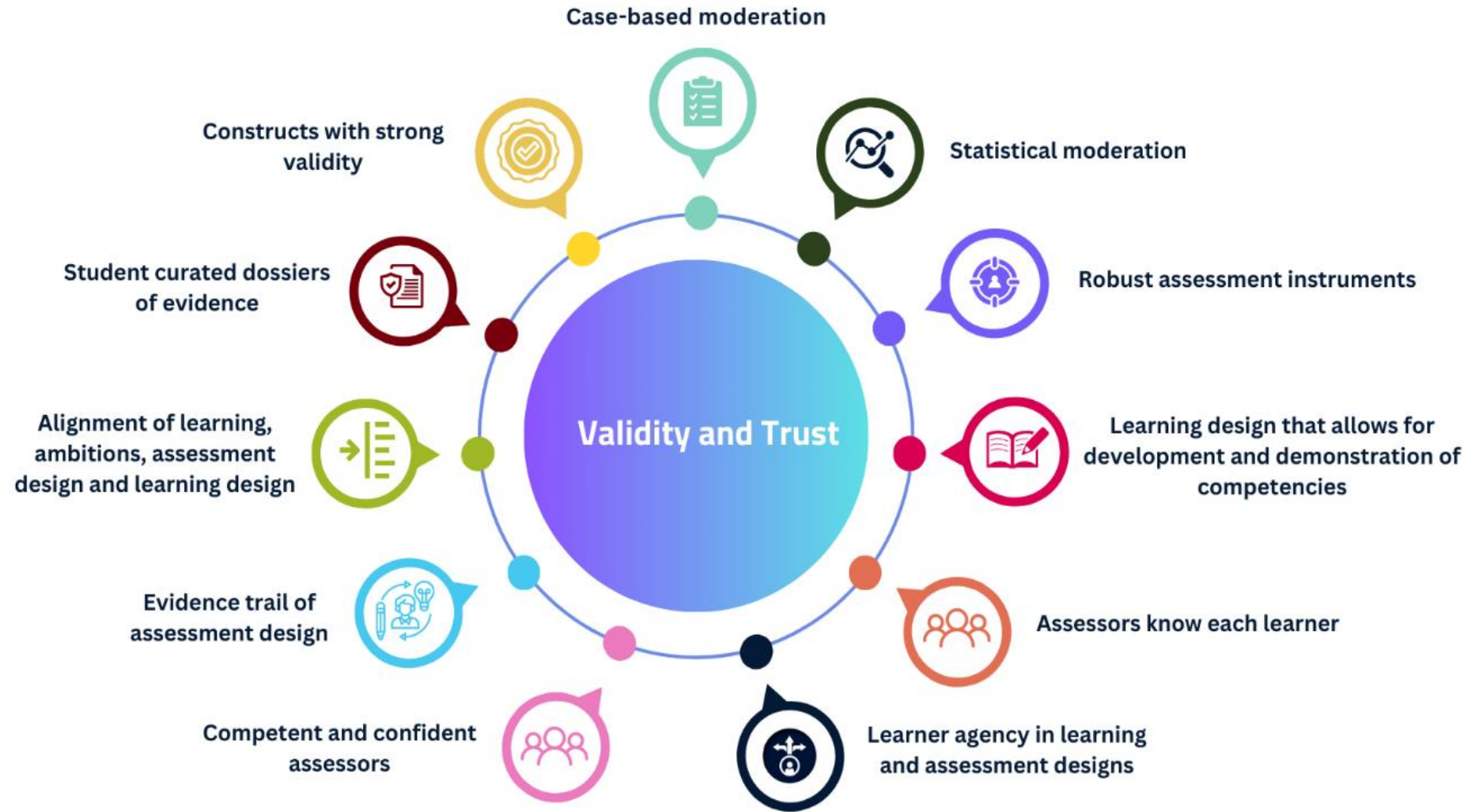
Predictive ability, trusted representation
Universal: Inclusive approach works for all including diversity groups
Shows: “What they did, who they are”
Cost effective to produce, not add-on extra



viii. Next-gen moderation and warranting: the wheel of trust

Validity, utility, trust

- accurate reflection of what the learner can do
- trusted by learner and external stakeholders
- empowering the learner to be more confident and purposeful in their learning
- useful for all
- joint warrant from school and UoM



ix. Engaging tertiary selectors 2023 - 2028

Researcher institutions



Tertiary Admission Centres



UNIVERSITIES
ADMISSIONS
CENTRE.



Philanthropists

Koshland
Innovation
Fund

*Plus individual
Australian Universities*


Education providers, certification agencies and associated schools




Aims to:

- design, model and validate an approach to tertiary selection for school leavers
- Based on MATCHING for success, not ranking on exams
- that has universal applicability (All students, all countries)
- optimise predictive validity, utility, efficiency, transparency, and fairness

Melbourne Assessment is the most advanced and fit-for-purpose solution among the ones currently available

 Critical criteria to serve as a good basis for assessment solution

 Proposed assessment solution, detailed on following page

Not exhaustive

Name	Scope			Quality			Scalability		
	Goal	Age range	Skills focus	Construct validity	Reliability	Comparability	Ease and cost of use	Recognition	Institutionalization
Melbourne Assessment	●	●	●	●	●	●	●	●	●
PISA	●	●	●	●	●	●	●	●	●
PILA	●	●	●	●	●	●	●	●	●
EDC¹	●	●	●	●	●	●	●	●	●
MELQO²	●	●	●	●	●	●	●	●	●
PSQ³	●	●	●	●	●	●	●	●	●
AoCG	●	●	●	●	●	●	●	●	●
CAE	●	●	●	●	●	●	●	●	●
Entelechy	●	●	●	●	●	●	●	●	●
Retorio	●	●	●	●	●	●	●	●	●
Hogan	●	●	●	●	●	●	●	●	●

1. Education Development Center (EDC) Work Ready Now!
2. Measuring Early Learning Quality and Outcomes
3. Personal Skills and Qualities
3. Assessment of General Capabilities

FAQ

Doesn't this all undermine standards in attainment of disciplines and subjects?

Can this sort of assessment be trusted?

Doesn't this require curriculum authorities and governments to change?

Are all schools doing this?

Do all teachers have to do this? Do they like it? What about workload?

Are these skills really transferrable?

Will universities accept credentials and reports of these attributes?

How would 'matching' work?

What advantages for tertiary providers?

What advantages for students?

What advantages for schools?