

# Big Picture Education Learning Goals

## KNOWING HOW TO LEARN

*The goal is to be curious, with a drive to explore and be open to doing hard work; to understand that there are many ways of learning, knowing and making meaning in the world. It includes valuing learning from and with others inside and outside of school.*

## PERSONAL QUALITIES

*The goal is to strive to be the best person you can be; to demonstrate respect and empathy for others, take responsibility, be self-aware and act with courage and compassion; to reflect on your achievements and progress; to strive for personal and civic improvement.*

## QUANTITATIVE REASONING

*The goal is to learn to use the skills, concepts and logic of mathematics to understand and interpret situations, solve problems and take action in life, learning and work.*

## EMPIRICAL REASONING

*The goal is to learn through experimentation; to use evidence based on observation, experience and a logical process to understand, make decisions and to evaluate hypotheses.*

## COMMUNICATION

*The goal is to learn to be a great communicator: to understand your audience; to write, read, speak and listen well; to use technology and artistic expression (visual arts, music, dance and theatre) to communicate. It includes, where possible, another language.*

## SOCIAL REASONING

*The goal is to learn to see diverse perspectives; to understand social issues; to explore ethics; to analyse and understand social systems and to look at issues historically and culturally. It includes learning to take responsible action to address inequity.*

5

**Students at this level are open to ideas that challenge their current thinking and they pursue new knowledge to develop improved solutions.**

They steer their learning, expanding their inquiry into new areas, incorporating multiple sources and building new skills. They continue to cultivate new relationships that enhance their learning.

They build positive learning cultures, initiating and engaging in rich collaborative discussions while able to defend their intellectual position.

4

**Students at this level are highly motivated and strategic about their learning.**

They critically assess the results of their inquiry and the resultant products. They plan with long-range goals in mind and regularly reflect on their work, adapting their practice accordingly. They access external networks to enhance their learning and to support their efforts. They contribute to collaborative learning and make appropriate decisions about how to incorporate feedback.

3

**Students at this level make informed and deliberate decisions about their learning progress.**

They develop rigorous inquiry questions and make adjustments when challenges arise. They reflect on their learning and analyse and articulate how it is delivering products or solutions. They communicate their learning experiences and identify successful strategies. They establish and maintain connections with an extended learning community and integrate these relationships with experts into their learning.

2

**Students at this level take initiative and frame inquiry questions around their area of interest.**

They plan with targeted intent to achieve their goals and can reflect on and explain their strategies. They understand that observation, noticing and learning from others are valuable and legitimate learning tools and apply these skills.

1

**Students at this level begin to take responsibility for planning their inquiries and are developing strategies to explore their interests.**

They set goals and develop learning plans. They look for connections with others who have skills and expertise in their area of interest, recognising that they can learn from them. They contribute to group learning and respond to feedback.

**5**

**Students at this level are confident and insightful, holding themselves accountable for their actions.**

They are resilient and take responsibility for their continued personal growth and wellbeing.

They act in informed and ethical ways and accept responsibility to lead, inspiring others to challenge inequity and improve their world. They take initiative and are sufficiently organised on a personal level to effectively facilitate positive, culturally responsive social change. They advocate for themselves and others and demonstrate courage when faced with challenges. They continue to build and access strong networks with mentors and others.

**4**

**Students at this level show sense of self and strength of character and appreciate the need for sustained effort.**

They demonstrate insight and the capacity to lead others to take action. They demonstrate empathy and value opportunities to create and nurture relationships. They are responsive to diversity. They show independence whilst also utilising constructive support networks. They can adapt and re-focus when faced with challenges. They take ownership of the outcomes of their personal choices, including about their wellbeing, and demonstrate the ability to meet or exceed agreed expectations.

**3**

**Students at this level are developing increased personal, physical and social awareness and are able to analyse their strengths and draw from their experience to prioritise what is required for personal growth.**

They demonstrate increasing confidence and independence and they persevere to achieve their goals. They know how to utilise support networks and take responsibility for their own continued wellbeing. They are establishing their values systems through relationships with others and through self-reflection. They are receptive to, and respectful of, diverse perspectives and are positive role models when engaging in social action in their communities. They are proactive and organised and hold themselves accountable for deadlines and outcomes.

**2**

**Students at this level can identify their strengths and challenges and make decisions to support their personal growth with increasing self-awareness.**

They are growing in confidence to build and access networks and support systems. They are open to diverse perspectives and are aware that they can influence the views of others. They can see the impact of their decisions and can recognise their responsibilities. They are increasingly organised and reliable. They manage themselves in interactions with others.

**1**

**Students at this level are starting to develop awareness of themselves and their potential, and to pursue opportunities for personal growth.**

They are coming to recognise the importance of attending to their health and wellbeing needs. They understand the importance of belonging and supporting others, and they will contribute as members of a group. They understand that their views count and they acknowledge the views of others. They are aware of their impact on others and will accept feedback in relation to taking responsibility for their own behaviour.

**5**

**Students at this level understand the systematic nature of mathematics and the power of it in modelling the physical or social environment.**

At this level students show persistence, autonomy and flexibility in using mathematics to help with understanding situations, solving problems or completing practical tasks. They can question the assumptions of a mathematical model and its suitability in a given situation. They can generalise from one situation to another and rethink problem conditions and constraints. They have the motivation to look for how mathematics might help – even when it is not immediately obvious that it will. They recognise that there are limits to mathematics in understanding and explaining situations and look to identify its misuse by others. They use rigorous mathematical arguments to support their methods and conclusions and their critique of other's mathematical claims.

**4**

**Students at this level are competent and confident users of mathematics in their lives.**

They appreciate mathematics is helpful in making sense of the world and can explain how seeing the world mathematically opens up new possibilities. They understand that a mathematical model is a simplified representation of a phenomenon. They can interpret unfamiliar formulae, transform mathematical information from one form to another, and explain and justify their decisions as they work. They persist when problems are challenging and are willing to ask for help when they don't understand the mathematics. They analyse the mathematics they or others choose to use. They are learning to deal with the constraints of a situation and specifications built into a task.

**3**

**Students at this level make use of their growing repertoire of mathematical strategies to explore unfamiliar situations.**

They appreciate that mathematics has application in their lives, so they look to see if mathematics might help. They can systematically restate a familiar problem type in mathematical terms. They select and sequence the mathematical steps they intend to use. They explain their working and where necessary will look for another way to solve the problem. When presented with claims that use mathematics, they will check to see if the mathematics makes sense.

**2**

**Students at this level reliably use the mathematics they know to help solve problems they are working through.**

They can identify and describe when mathematics is used in a situation, task or problem. They look for mathematical solutions. They can identify and organise mathematical information and use mathematical techniques unprompted. They will respond to mathematical claims made by others and seek help to make sense of them.

**1**

**Students at this level are willing to have a go at using mathematics they are familiar with to understand situations.**

They are beginning to identify mathematical ideas within their interest areas. With prompting, they will consider whether mathematics might help in tackling a problem. They are willing to follow familiar mathematical steps to solve problems or tackle practical tasks. They regularly check their working and that their answers are accurate and make sense.

**5**

**Students at this level systematically refine hypotheses to develop authoritative knowledge from their investigations.**

They construct and test hypotheses, employing a flexible approach to their inquiry by exploring alternative or contradictory perspectives and methodologies. They produce robust data from which to draw justifiable conclusions. They reflect on methodologies to refine investigation design. They propose creative and innovative solutions that account for multiple contextual factors. They suspend judgement, ethically evaluating claims with consideration for the potential impacts.

**4**

**Students at this level pose and test hypotheses, applying investigative methods to clarify and explore their new understandings.**

They formulate testable inquiry questions in response to complex issues and ideas. They develop methodologies to test hypotheses using controls and isolating variables. They make specific suggestions for improving investigations and reducing error. They propose one or more solutions articulating feasibility and impacts. Their explanations are consistent with the data, and they identify the scope and limitations of their findings. They evaluate claims to develop an informed position taking into account the validity and reliability of evidence.

**3**

**Students at this level develop inquiry questions related to their interests and conduct investigations to test their predictions.**

They take account of the main variables when designing their investigations, collecting and organising data from repeated tests. They identify patterns or themes within the data and use this evidence to draw conclusions. They notice errors in their own processes and suggest improvements. They ask questions to clarify the reasonableness of others' claims.

**2**

**Students at this level ask questions and plan and undertake processes to explore their areas of interest.**

On the basis of their observations, they can design and carry out processes that show they recognise causal relationships. They collect and record data in order share their findings and make decisions. They question some assumptions and viewpoints within a claim.

**1**

**Students at this level notice and explore phenomena and ideas, making connections to their own experience.**

They are curious about the world around them. They make predictions based on their observations and use strategies such as trial and error to check them.

**5**

**Students at this level use a blend of tools to design and refine their communication in order to deliver a compelling message that expands perspectives.**

They design, modify and manage their communication strategies to suit a range of audiences and purposes in complex situations. They create multi-modal products to increase impact and can articulate how their choices enhance their communication

They engage peers and experts in the community to broaden their perspectives and solve problems through collaborative discussion and critical conversations. They synthesise different perspectives and facilitate the group to move towards shared understanding, knowing how to challenge thinking to gain insight. They use the power of specialist language to express and explain new ideas. They seek opportunities to engage in analysis of their communication and use constructive criticism to revise and improve.

**4**

**Students at this level adapt their communication to achieve impact.**

They design coherent messages, selecting and using the most appropriate tools to enhance their communication. They apply digital tools responsibly to share and exchange information and to collaborate and purposefully construct knowledge. They can articulate and defend a compelling controlling idea clearly and they use and explain relevant technical language to develop audience understanding.

They monitor, manage and reflect on their communication skills and abilities and can anticipate communication challenges. They are attuned and responsive to their audience and confident to respond spontaneously. They use active listening in a variety of contexts and can facilitate discussion, making sure everyone is heard, and they respond thoughtfully to new information and perspectives. They ask clarifying questions to understand diverse points of view and build shared understanding.

**3**

**Students at this level communicate with presence and purpose.**

They choose from multiple communication modes and tools to convey their ideas. They are strategic in their choices, taking into account context and audience. They engage with others, using active listening strategies and sharing ideas, showing awareness of the needs of others and an openness to thoughts and opinions other than their own. They maintain lines of communication with experts in their area of interest. They incorporate feedback to tailor their communication.

**2**

**Students at this level are prepared to try out new modes of communication in order to expand their repertoire.**

They are aware of audience needs as they design and deliver their communication, including using terminology from their field of interest and digital technologies where appropriate. They participate in collaborative discussions, listening to others' input with respect, while expressing their own opinions and ideas. They ask questions to build their understanding of others' perspectives. They accept and evaluate the advice of peers and adults to improve the impact of their communication.

**1**

**Students at this level use familiar communication tools in order to convey their ideas and opinions.**

Drawing on what they already know, they are aware that there are multiple ways to communicate, according to purpose and context. They can identify and use familiar digital technologies. They are prepared to talk about their learning and are developing confidence to engage with adults in discussing areas of interest. They listen in group discussions and contribute their own ideas.

**5**

**Students at this level define and analyse social issues using relevant frameworks and perspectives and take responsible social action.**

They apply their understanding of the levers of sustainable development to propose ethical solutions and they commit to working collectively to advance social justice and equity. They demonstrate a commitment to developing on-going respectful relationships with people from different backgrounds and are prepared to challenge bias and discrimination.

**4**

**Students at this level recognise the connections and distinctions between social issues through systematic investigation.**

They apply the tools they have acquired to understand and address issues in their community and beyond. They analyse the ethical dimensions of social issues and take action to address them. They interact and communicate effectively with people from different cultural backgrounds. They apply their understanding of sustainable development issues to raise public awareness.

**3**

**Students at this level investigate social issues in depth by applying a range of tools.**

They have an understanding of multiple perspectives and apply these when taking social action. They can analyse significant past and present events in order to identify trends and patterns in society. They recognise the strengths of different cultural groups. They can describe the effects of unequal access to resources in their community and look for ways to address this.

**2**

**Students at this level recognise that there are different ways to investigate social issues.**

They can describe the relationships that make up familiar social systems. They explore how resources are used in their community. They can examine and explain ethical concepts such as truth and justice and explore how to achieve an ethical outcome when addressing social issues. They are aware of the diversity of beliefs and values in society and they acknowledge differing points of view. They can articulate the social issues that impact the lives of others and they help to plan ways to address these in their community.

**1**

**Students at this level can describe the social frameworks and systems they are embedded in.**

They can identify ethical concepts such as equality, respect and connectedness and describe some of their attributes. They notice that people have different perspectives. They demonstrate an awareness of different cultural groups. They are engaged with their community and identify social issues they would like to address.