Institute of Educational Assessors

WELCOME TO THE IEA CONFERENCE 2019

EDUCATING FOR THE FUTURE

Government of South Australia

SACE BOARD SOUTH AUSTRALIA

SENIOR SCHOOL CASE STUDY

AUSTRALIAN SCIENCE & MATHEMATICS SCHOOL

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AUSTRALIAN SCIENCE & MATHEMATICS SCHOOL

EXTRAORDINARY LEARNING

DRIVEN BY CURIOSITY AND CHALLENGE
INSPIRING PASSION AND CONFIDENCE

Can the General Capabilities drive curriculum and growth?

Dr Matt Verdon and Glenys Thompson

Government of South Australia
Department for Education

OUR VISION

EXTRAORDINARY LEARNING

Driven by curiosity and challenge. Inspiring passion and confidence.

About us...

We lead the reform of science and mathematics education

We support professional learning for educators by educators

An open building design that changes with our students' needs

Year 10/11s study a 2 year interdisciplinary curriculum

A senior secondary school located at Flinders University

A strong focus on learner agency

Our Journey So Far

The ASMS Graduate

- Started with ASMS developed Capabilities
- In 2015, adopted General Capabilities as organisers
- Students gather evidence over three years in a electronic portfolio
- Used progressively for Learning Conversations

But we wanted more…

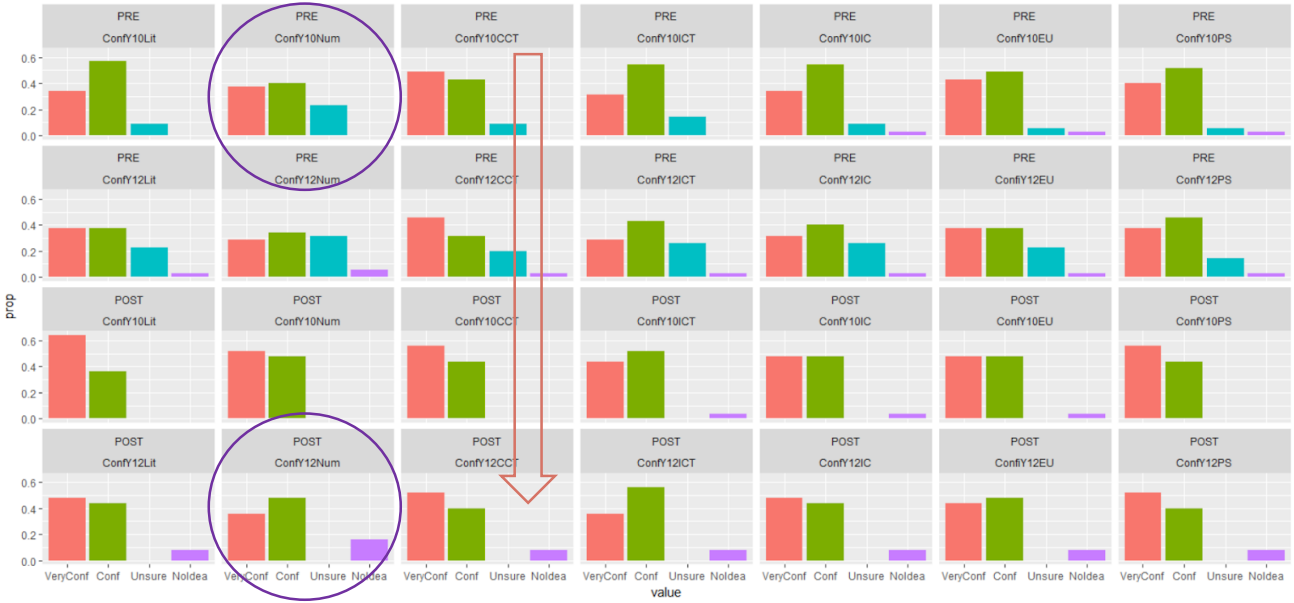
- Develop student agency of their learning using a capabilities lens to monitor their growth
- Support school community to embrace capabilities
- Support curriculum planning to be capabilities-centric

So, what did we do?

- Developed ‘Graduate Capabilities’ for each general capability
- Incorporated GCs into all lesson plans
- Developed a database to map curriculum against capabilities as well as content
- Made capabilities a school focus through professional learning
- Explicitly taught students about GCs and provided scaffolds to support them

Student and Staff responses

What the teachers said...



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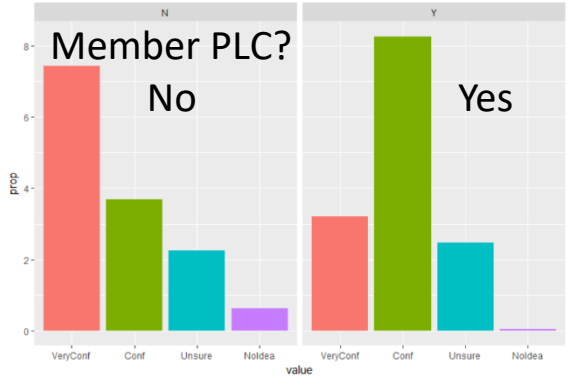
Member PLC?
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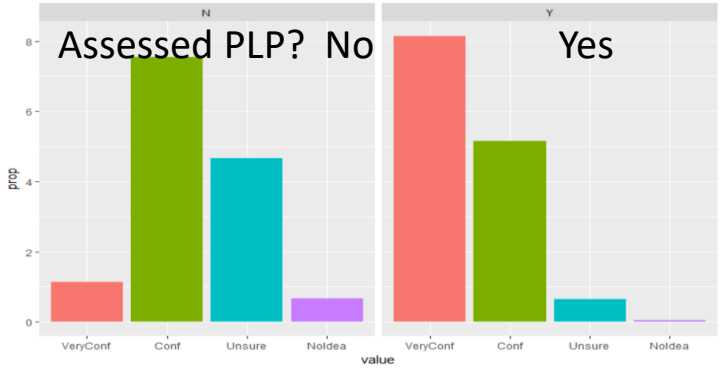
Assessed PLP? No
Yes
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VeryConf
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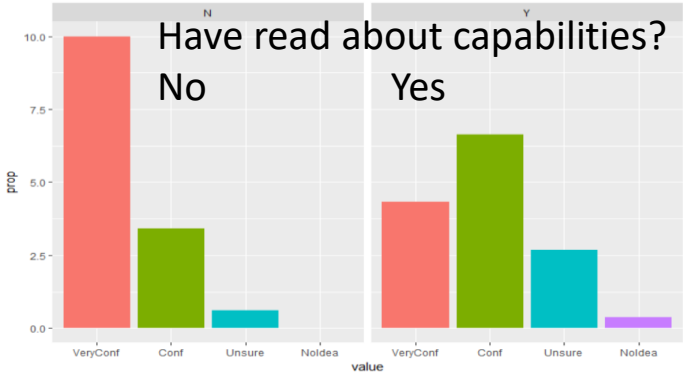
Have read about capabilities?
No
Yes
N
Y
prop
value
VeryConf
Conf
Unsure
Noldea

What the students said…

- They liked the revised scaffold to help them create a capabilities focus in report comments

- Some students are 'sick of capabilities' – embedding value and relevance for all is necessary

- Most value it highly and now actively search for opportunities to evidence their growth

Student Comments on Capabilities

words	change
work	-174
grades	-151
body	-120
subjects	-118
challenging	-110
directed	-108
question	-107
systems	-107
subject	-102
communication	-101
best	-100
things	-98

words	change
work	-174
found	-97
internet	-97
self	-88
plan	-62
well	-59
n	-58
lot	-55
believe	-52

Most Decreased

words	change
capability	311
capabilities	198
goal	186
develop	140
literacy	134
thinking	134
creative	131
critical	127
developed	117
camp	111
personal	106

words	change
new	105
numeracy	102
highlight	91
throughout	90
improve	88
social	87
transition	86
week	83
conversation	82

Most Increased

Where to next?

- More sophisticated analysis in the works using full year data sets.
- Many numerical techniques aren't easy to use for this data set
- Investigate correlations with other capability assessments eg through rubrics, to identify which measures are meaningful
- Work with others to progress this work

“Any intelligent fool can make things bigger and more complex… It takes a touch of genius – and a lot of courage to move in the opposite direction.

E.F. Schumacher

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THANKS!

Any questions?

You can contact us on

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