



# TAFE Talks

Sandra Milligan

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August 2022

Second line





# Policy is an element of a broader policy shift...

Validation report for the Personal Enterprise Assessment Framework

Conducted by the Assessment Research Centre, University of Melbourne for the SACE Board  
October 2021

Sample learner profile project -

REVIEW OF  
**UNIVERSITY-  
INDUSTRY  
COLLABORATION  
IN TEACHING**

REVIEW OF THE AUSTRALIAN QUALIFICATIONS FRAMEWORK

FINAL REPORT 2018

**Consultation pack –  
General Capabilities  
in the Australian  
Qualifications  
Framework**

Australian Government – Department  
of Education, Skills and Employment  
October 2021

LearningCreates  
**Recognition of learning  
success for all**  
Ensuring that all skills in a new approach to recognition  
of learning in senior secondary education in Australia

**LOOKING TO THE FUTURE**  
REPORT OF THE REVIEW OF SENIOR SECONDARY PATHWAYS  
INTO WORK, FURTHER EDUCATION AND TRAINING

Review of Funding  
for Schooling

**Review into vocational  
and applied learning  
pathways in senior  
secondary schooling**

FINAL REPORT

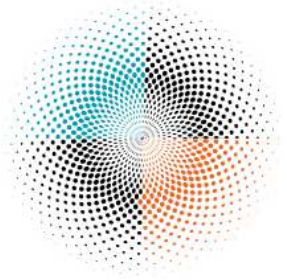
NOVEMBER 2020

**Senior Secondary Certificate  
Reform Committee**

Integrated senior secondary workshop  
Monday 4 April 2022  
2.00–5.00pm

**General capabilities framework  
for tertiary education**

Consultation paper for responses by 28 August 2020



## What is a general capability in the Aust?

- ✧ is a transferrable, learnable, teachable, assessable ability
- ✧ that is developed to a greater or lesser degree by learners
- ✧ In learning experiences inside and outside formal education
- ✧ comprised of a complex combination of meta-cognitive skills, personal dispositions, social skills, and understandings about learning for purpose
- ✧ which operate together
- ✧ to optimise the capacity of a learner to thrive in their chosen fields of endeavour, and in family and community life, in a complex and changing world

# ASQA Foundation skills for the VET sector



This Standard relates to Section B:4.2 and Section C of the ASQA accredited course document template. The term ‘foundation skills’ is used to describe the five core skills of the ACSF plus ‘employability Skills’ or the Core Skills for Work Framework., Information on ‘foundation skills’ is required to be included in courses accredited by ASQA.

Tertiary  
Education  
Framework

<b>General Capabilities</b>						
<p><b>Literacy</b></p> <p>The use of language to comprehend and convey meaning in a range of contexts, for a variety of purposes, and for different audiences</p>	<p><b>Numeracy</b></p> <p>The use of mathematics to meet the general demands of life at home, in paid work, in learning, and for participation in community and civic life</p>	<p><b>Digital Literacy</b></p> <p>The safe, effective, and responsible use and management of digital technologies and resources</p>	<p><b>Thinking</b></p> <p>The use of reasoning and imagination to increase understanding, generate ideas and solve problems</p>	<p><b>Learning</b></p> <p>The acquisition of knowledge or skill through practice, study or lived experience</p>	<p><b>Agency</b></p> <p>The capacity to act independently, prepare for situations, and navigate change and complexity</p>	<p><b>Social Skills</b></p> <p>The capacity to work with others, fulfil responsibilities, engage with ethical issues, and recognise rights as a member of a group, community or society</p>
<b>Sub-Capabilities</b>						
Reading	Quantification	Digital research	Critical thinking	Research	Initiative	Collaboration and teamwork
Writing	Working with change and relationships	Digital creation	Creative thinking	Learning strategies	Planning and organising	Ethics
Oral communication	Working with uncertainty and data	Digital communication	Problem solving	Growth mindset	Adaptability	Active citizenship
Non-verbal communication	Working with location and structure	Digital operation and management				

# Commonalities in ‘new’ ambitions for learning

- Define ‘success’ of learners broadly, encompassing the whole person, and what they need to thrive
- Aim to provide the tools to develop deep competence (in the disciplines & other learning domains )
- Allow passion or interest to drive learning, enhance learner agency, and encourage contributions of value to community



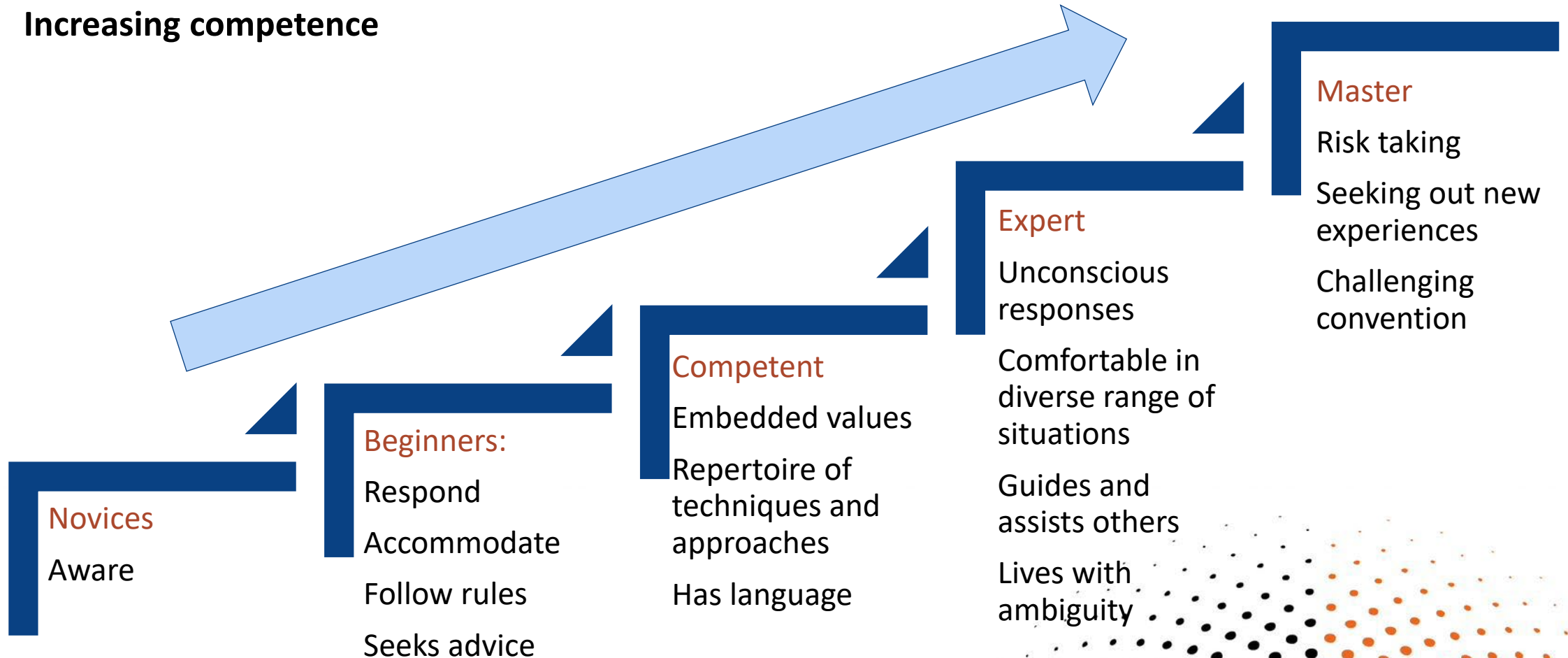
*It's not only what you know...*

*It's how you know it  
And who you know it with  
And what you can do with it*



# Growth is all about qualitative shifts/leaps

Increasing competence



## DEVELOPMENTAL PROGRESSION OF ACTIVE CITIZENSHIP

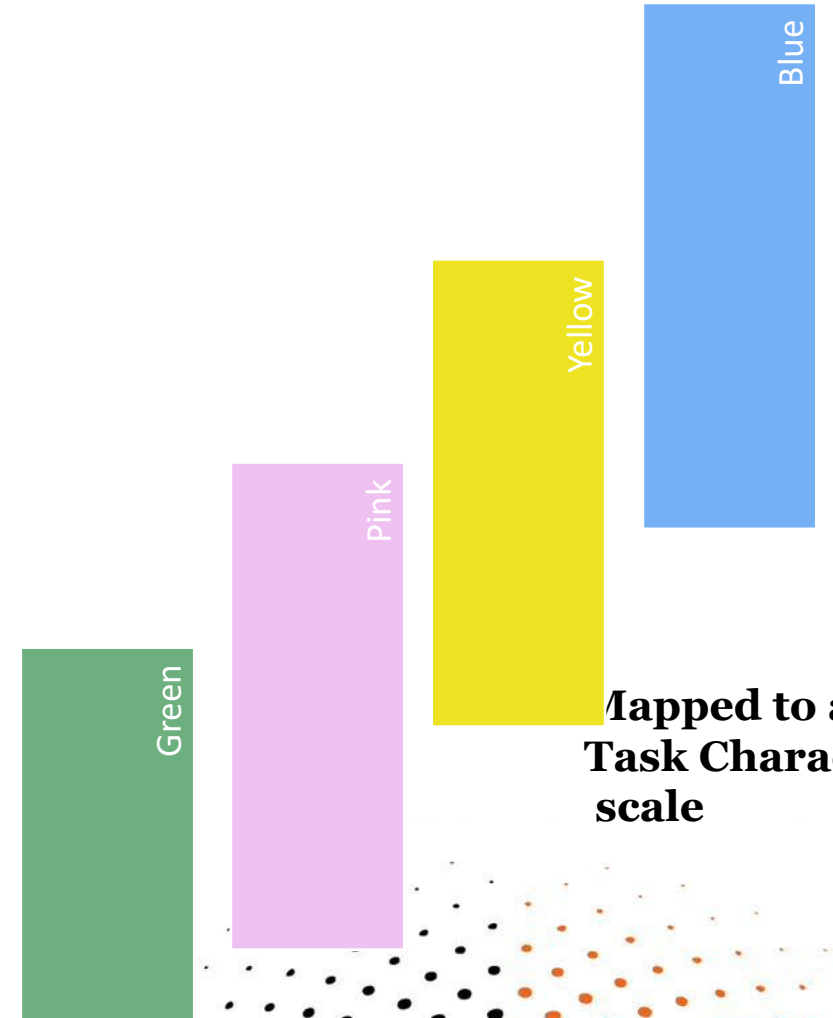
Level 6	<p><b>ACTIVE CITIZEN</b> Learners advocate and embody good social practice. They promote actions that contribute to social and global wellbeing and further the rights of others. They allow their understanding of others' experiences to influence their own perspectives and they demonstrate adaptability to diversity in a range of contexts. They aim to create social value by formulating solutions to contested issues.</p>
Level 5	<p><b>CRITICALLY-THINKING CITIZEN</b> Learners pursue the exploration and analysis of rights and responsibilities. They enable others to exercise their rights while evaluating opportunities to contribute to social and global wellbeing. They adopt different perspectives, attempting to grasp others' experiences and accepting different approaches to diversity. They aim to create social value by analysing contested issues, critically reflecting on societal norms.</p>
Level 4	<p><b>REFLECTIVE CITIZEN</b> Learners engage in the pursuit of rights and responsibilities. They allow others to exercise their rights and they identify ways to contribute to social and global wellbeing. They care about diverse experiences, explore different perspectives and work to find common ground. They consider different approaches to social issues while following societal norms.</p>
Level 3	<p><b>HARMONIOUS CITIZEN</b> Learners recognise the rights of others and acknowledge expectations for their own conduct. They carry out required responsibilities and acknowledge the importance of contributing to social and global wellbeing. They are aware of diversity and its effects, and they tolerate different perspectives. They aim to create value for society by furthering harmonious relationships.</p>
Level 2	<p><b>COMPLIANT CITIZEN</b> Learners behave in accordance with societal expectations, showing compliance with norms of good citizenship. They may practise inclusion without fully recognising cultural or ethnic differences. They are aware of global challenges and seek to create value for society by contributing ideas that are valuable to themselves, their friendship group or their local community.</p>
Level 1	<p><b>DIRECTED CITIZEN</b> Learners behave in accordance with societal expectations, with prompting needed at times. They practise inclusion when instructed and may do so without being aware of cultural or ethnic differences. Their global awareness may be limited to those cultures of which they have personal experience. They seek to create value for society by contributing ideas that are valuable to themselves or their friends.</p>





# Progression

**Competency Levels represent the overall increase in sophistication in performances over a lifetime**



**Mapped to a Task Characteristics scale**



# International Big Picture Learning Credential

*A passport to the world*



**Abbie Leyshon**

Abbie is a determined, self motivated young person who is passionate about helping Australians have improved options when seeking treatment for knee injuries. Abbie has a competitive nature, and has represented her club, association and state for Netball and is on her way to be identified at a national level. Abbie has proactively sought out opportunities to develop and deepen her knowledge of the human body and it's systems. Abbie has excellent communication skills and has been able to establish authentic adult connections with mentors both at university and in the field of physiotherapy to support her learning. Through these connections Abbie has gained employment at a local physiotherapists providing her direct access to professionals in the field, and opportunities to see best practice in action. Abbie demonstrates high self efficacy, is flexible and adaptable, has well established communication skills and has a deep understanding of the work of a Physiotherapist.

[Online portfolio](#)

[Video statement](#)

#### Knowing How to Learn - Level 5

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

#### Social Reasoning - Level 4

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

#### Communication - Level 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.

#### Achievements:

- 1st in mainstream course HSC PDHPE



[What do these levels mean?](#)

#### Real World Experiences:

- Internship at Sharpe's Physiotherapy
- Internship at Gwandalan Public School- Delivering Gross Motor Program
- Internship at Macquarie Physiotherapy
- Humanitarian Social Action Trip to Tonga

#### Personal Qualities - Level 5

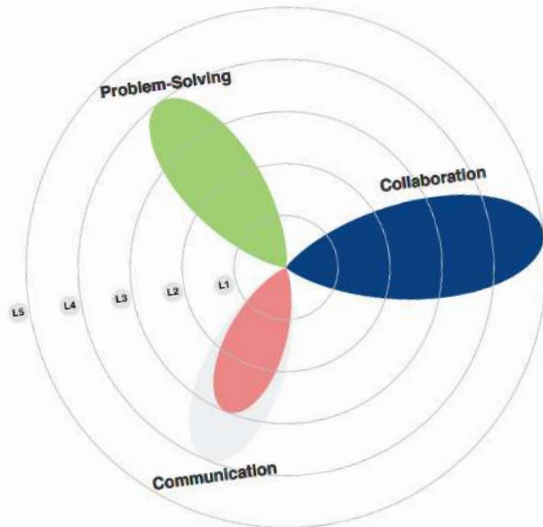
Students at this level are insightful and hold themselves accountable for their actions.

#### Quantitative Reasoning - Level 4

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

#### Typical Reasoning - Level 4

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



A compound competency:  
La Trobe valley Enterprise  
Employability Competency

A different conception :  
e.g. intercultural capability  
includes elements from

# UoM credentialing partners, 2022



The International Big Picture Learning Credential (IPBLC): Australian first, premised on recognition of broad ambitions for learning. Offered in 32 schools in 2022 serving principally disadvantaged student. Increasing acceptance by universities for selection. Rollout in US being supported by the Lego Foundation



UNICEF funded for the Philippines Dep Ed to recognise learning of out-of school youth.

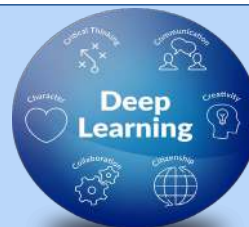


The LaTrobe Valley Employability Credential promotes confidence about in skills in the low socio-economic regions of the Valley to support economic transformation. Benefits employers seeking workers, as well as workers seeking jobs.



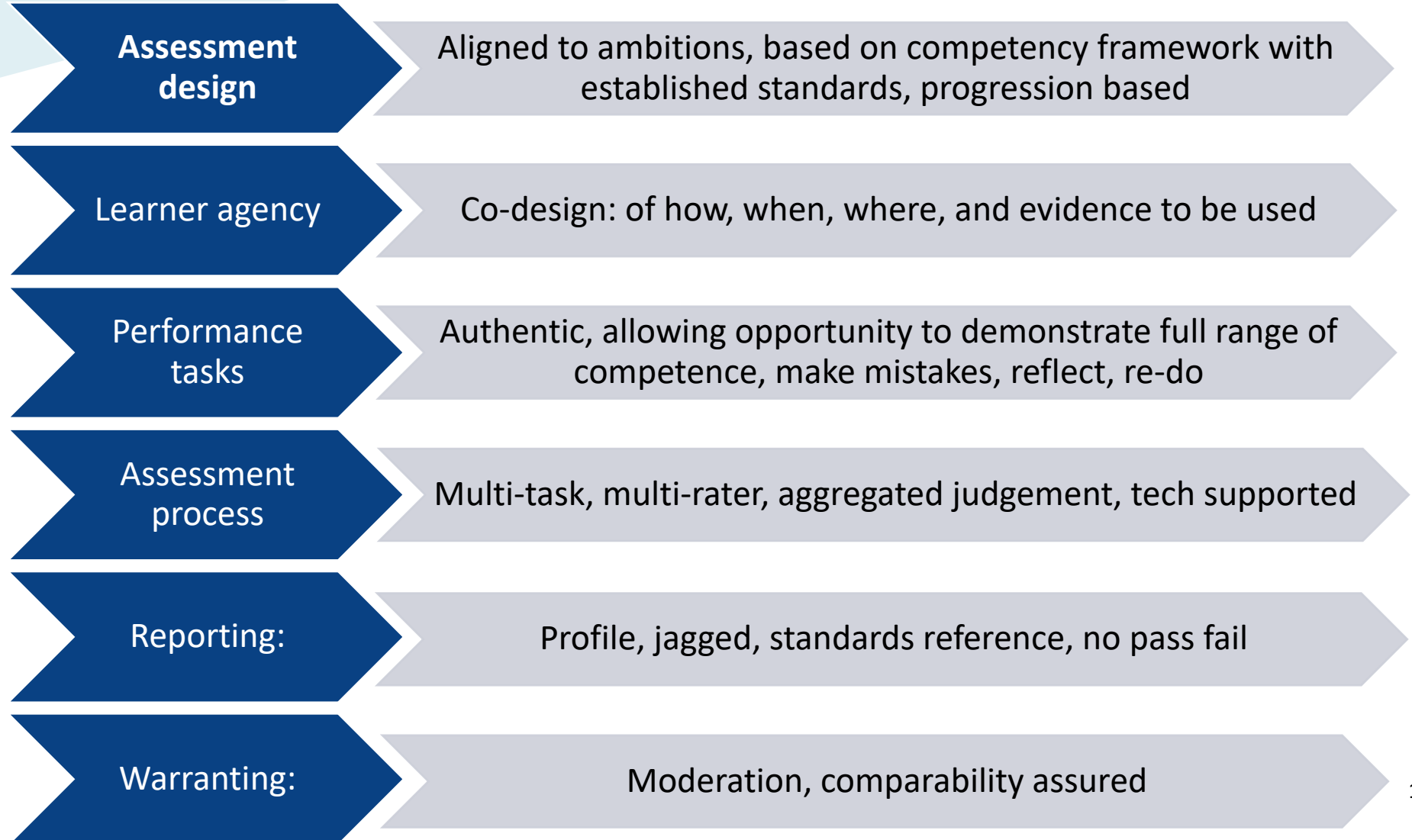
St Paul's College Brisbane is establishing a warranted credential on thinking for secondary school students.

## Schools Consortia partnerships

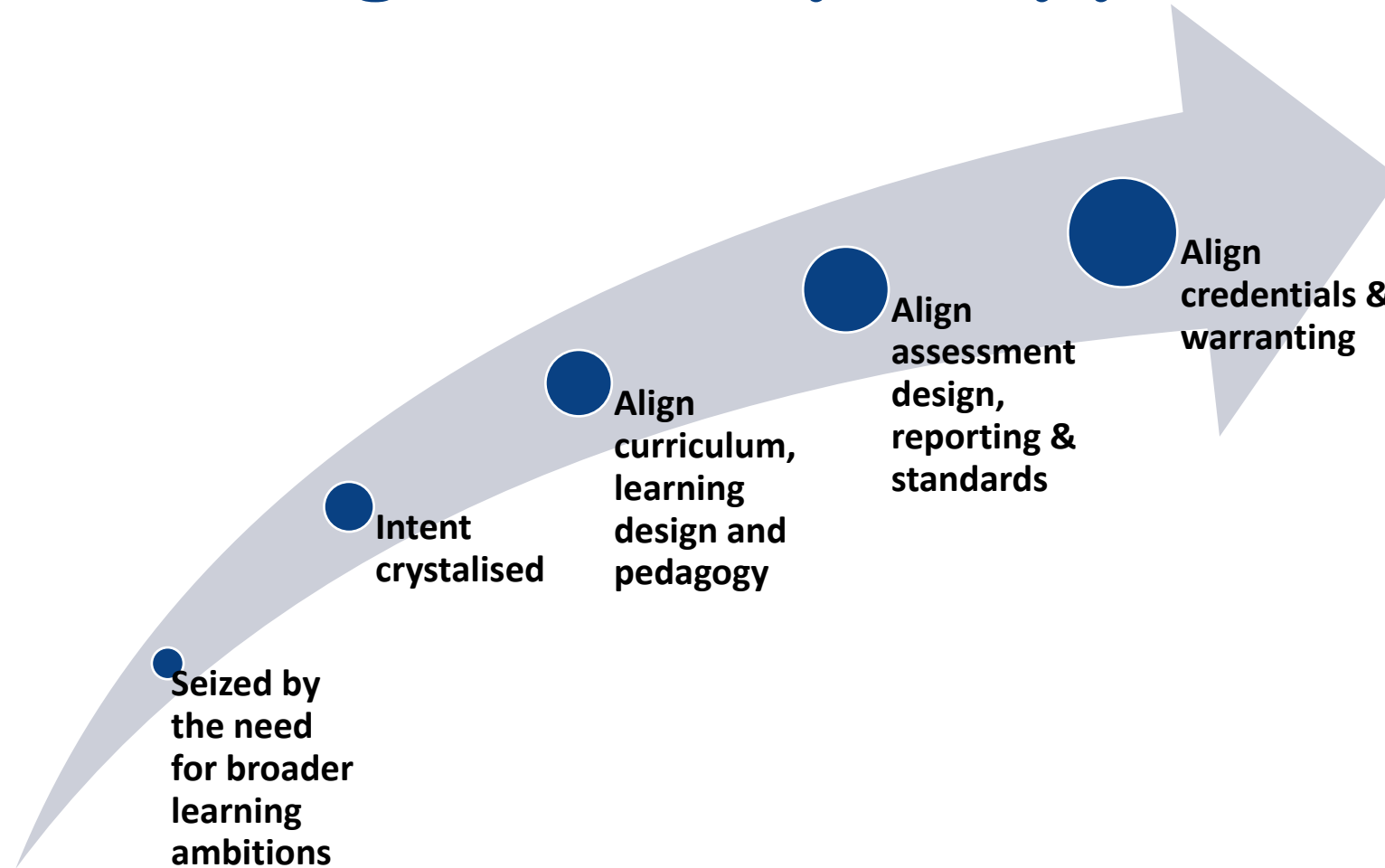


**MASTERY  
TRANSCRIPT  
CONSORTIUM**

# Features of assessment design

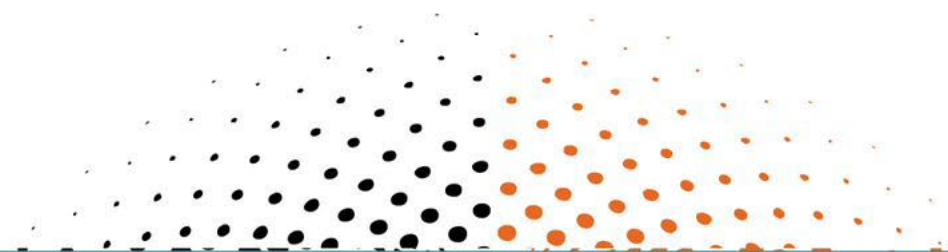
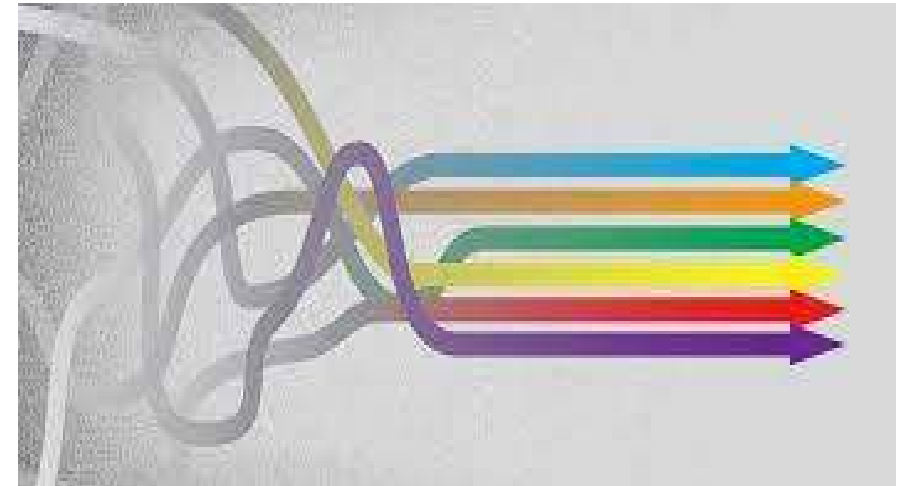


# It takes time, and leadership: a trajectory of organisation change over many many years



# Directions for leadership action

- ✓ Establish learning ambitions for General Capabilities
- ✓ Establish alignment between learning ambitions learning design, assessment design and credential design
- ✓ Support professional learning for teachers
- ✓ Develop capacity in assessment design (performance task design, quality assurance, aggregation, moderation, validation, warranting)
- ✓ Obtain the tools (technological and educational)
- ✓ Step it out: take time, over years
- ✓ Manage workload management: what drops off?



**Thank you**

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# National picture: hopes and uncertainties

- ✓ Good idea: basis for success for all
- ✓ High utility for learners
- ✓ Likely utility for recruiters and selectors: matching not ranking
- ✓ Quality of assessment critical
- ✓ Ensuring comparability in standards is important (probably)
- ✓ Some national consistency a good idea
- ✓ Worked up frameworks will ensure common language
- ✓ Common elements in formats will ensure interpretability

- ? Can you really assess general capabilities?
- ? **How** do you do it?
- ? Are capabilities really transferrable from one content domain to another?
- ? How do you capture learning from outside the school?
- ? How do you ensure comparability
- ? What about jurisdictional flexibility? One size can't fit all?
- ? What form would of national consistency take
- ? Aren't teacher overloaded already?
- ? Will this disadvantage disadvantaged people?