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Assessment

# Hearts and minds: what's resonating

New Metrics Seminar

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28.08.2023



# New Metrics Research Partners: "Profiles by 2023"



## Industry Collaborators



## Credentialing Partners





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1. Power of having an  
underpinning common currency,  
K-12



# Success of the underpinning of a common currency, K-12

## Many frameworks: common language and currency about human competence

BEING A PRODUCER

ACTING CREATIVELY

BEING OPEN TO THE NEW

COMMITTING TO DEPTH IN MASTERY

SEEKING AND USING FEEDBACK

ACTING WITH INDEPENDENCE

ACTING WITH COURAGE

ACTING WITH INTEGRITY

BEING PERSISTENT

TAKING RESPONSIBILITY FOR SELF AND ACTIONS

BEING SYSTEMATIC, ORGANISED

BEING RESPECTFUL

BUILDING SOCIAL ALLIANCES

CONDUCTING PERSONAL RELATIONSHIPS

BEING EMPATHETIC / FAIR / INCLUSIVE

BELONGING TO COMMUNITY

TAKING RESPONSIBILITY FOR SUPPORTING OTHERS

MANAGING AMBIGUITY AND UNCERTAINTY

BEING REFLECTIVE

REASONING AND ANALYSING

FORMING SOUND JUDGEMENTS

RECOGNISING OPPORTUNITIES

COMMITTING TO PURPOSE

VALUING UTILITY

ENGAGING IN DIALOGUE

PRESENTING MEANING

UNDERSTANDING MEANING CONVEYED

Combine to generate capability

THE NEW METRICS INITIAL SUITE OF COMPLEX COMPETENCIES

ACTING ETHICALLY

ACTIVE CITIZENSHIP

AGENCY IN LEARNING

COMMUNICATION

COLLABORATION

PERSONAL ATTRIBUTES

QUALITY THINKING

VICTORIA Education and Training

ables

MELBOURNE

Select from the options below

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LIVING LEARNING LEADING FRAMEWORK

Building people, capable learners, leaders for the world God desires

Living Learning Leading Framework

AC

Australian CURRICULUM

Big Picture EDUCATION AUSTRALIA

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South Australian Certificate of Education

Swans

New Pedagogies for Deep Learning™

A GLOBAL PARTNERSHIP

ALS Life Skills

Early Years Assessment and Learning Tool

Assessment and the Planning Cycle Practice Videos



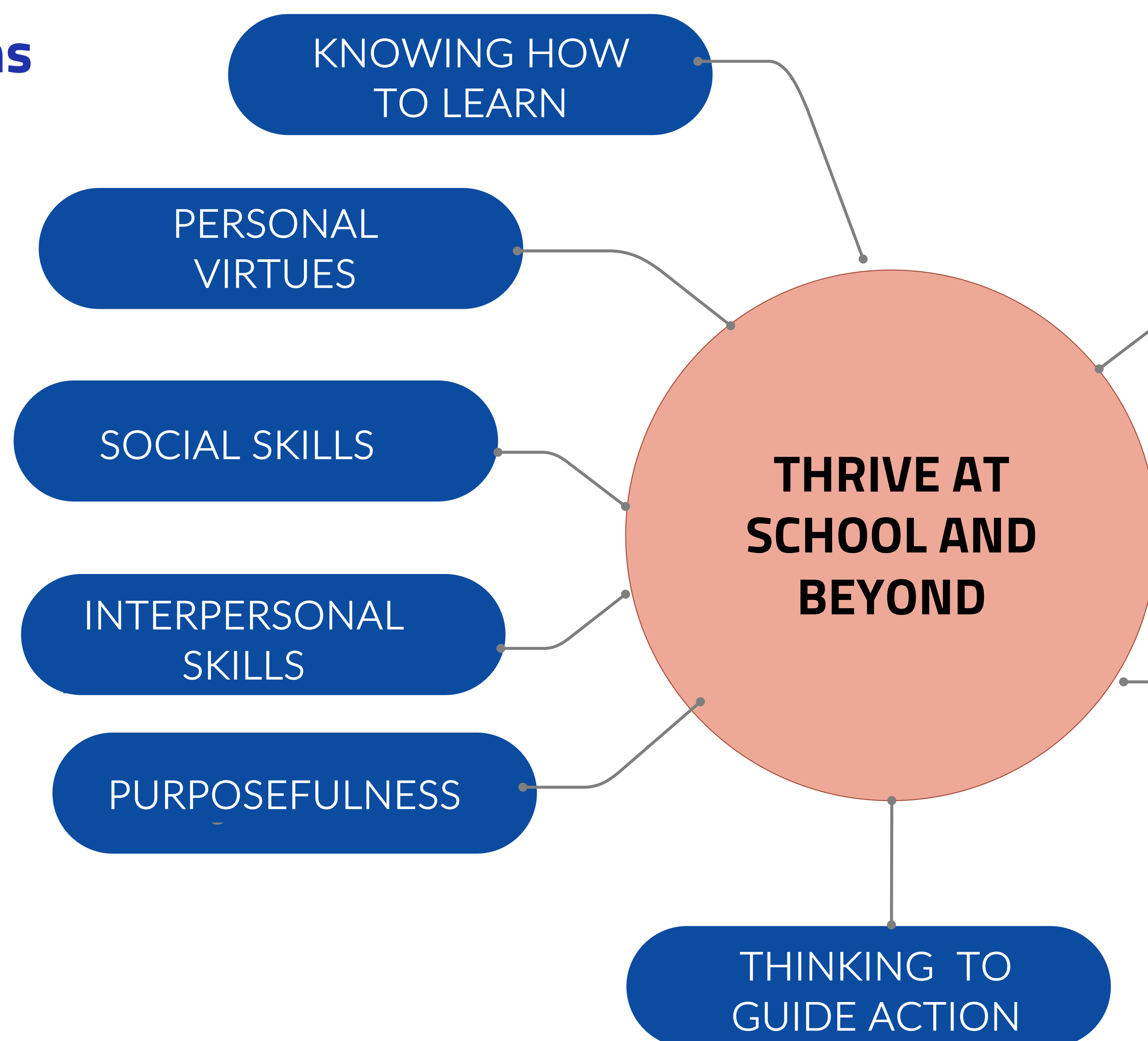
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## 2. Simplifying, and connecting diverse educational narratives and policies

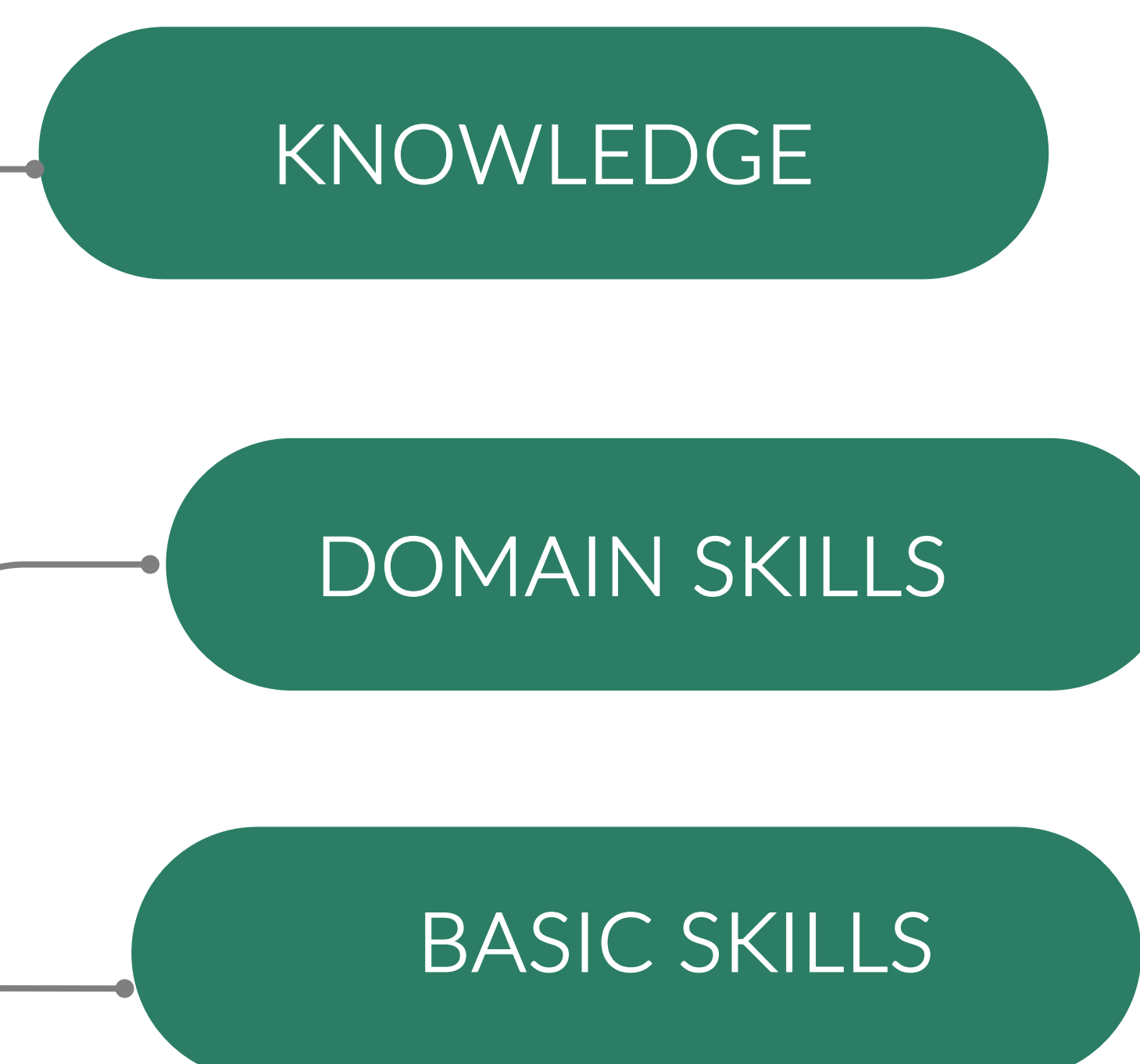
- *Wellbeing*
- *Ai and digital tech*
- *NAPLAN , PISA and explicit instruction and cognitive load theory (TOMORROW!)*

# 'New' ambitions for learning: developing the whole child; thrive, flourish

## 'New' ambitions



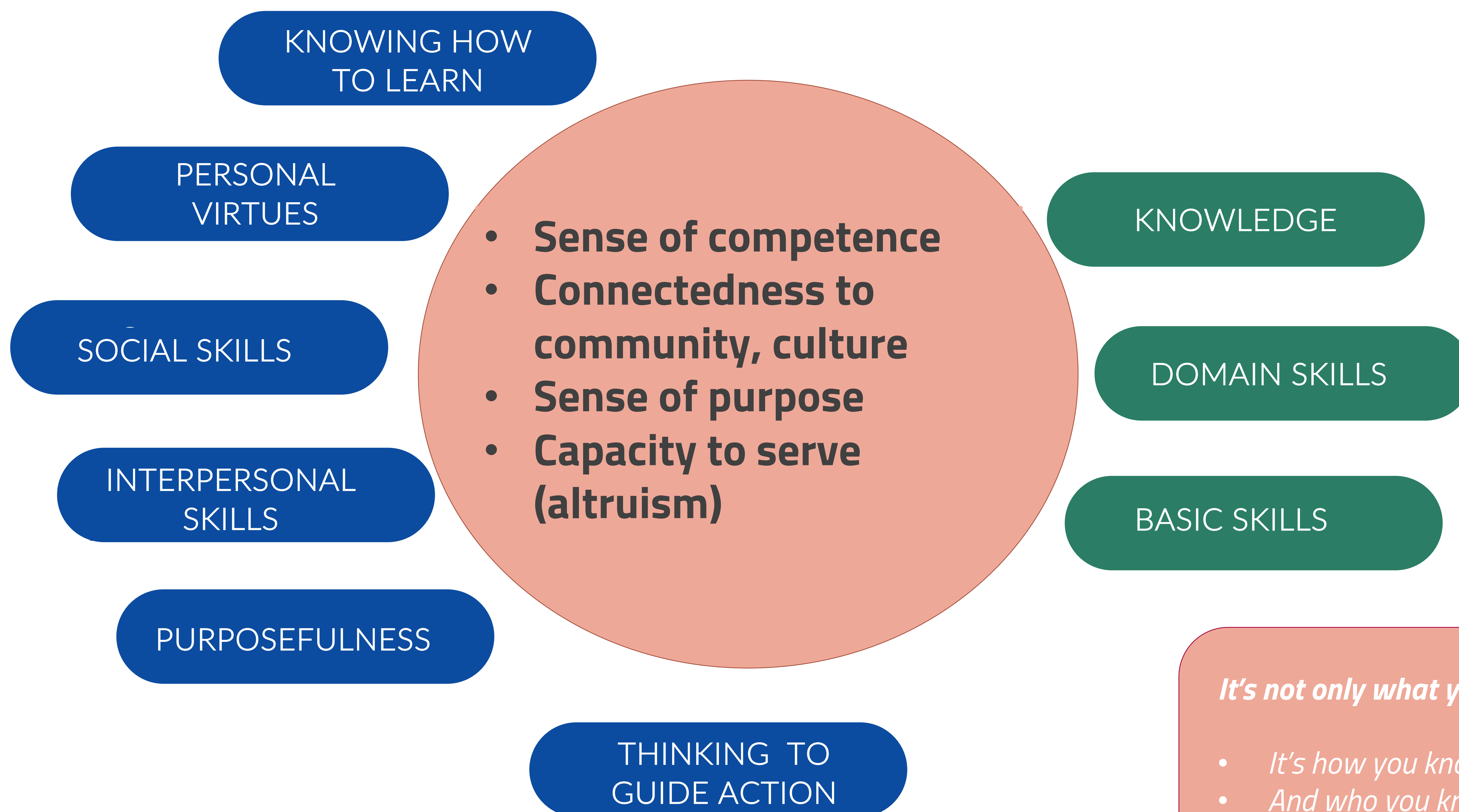
## Focus of '20<sup>th</sup>C' ambitions



### *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*

# What it takes to thrive



*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*



# The big shift

Students as individual  
consumers of standardised  
content



Learners as skilled producers of  
learning for self and others, for  
community and own purposes





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### 3. Resonating with a major emerging political narrative

- *Productivity and the skills agenda*



# The big shift in pedagogy, learning design, and school operation: '*new grammar of schooling*'\*

## Traditional:

- Assessment: standardised tests "How good are you?"
- Teacher: imparter of knowledge
- Agency in learning: with system and teacher
- Curriculum: set, aiming for "coverage"
- Teaching methods: dominated by class-based explicit instruction
- Homogeneity: aim for class of like-minded, like ability scholars
- Selection: ranking



## 21<sup>st</sup> Century:

- Assessment: to gauge capacity, and progress to competence: "How are you good?"
- Teacher: facilitator of learning, in and out of school
- Agency: includes learner too
- Curriculum: flex, aiming for *sampling, depth, and engagement*
- Teaching methods: broad repertoire
- Heterogeneity valued: participatory: peer-to-peer, networks process; diversity valued
- Selection: matching

\*William Tyack and David Tobin, 1994 ; Jenkins 2009



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## 4. Matching not ranking in tertiary selection



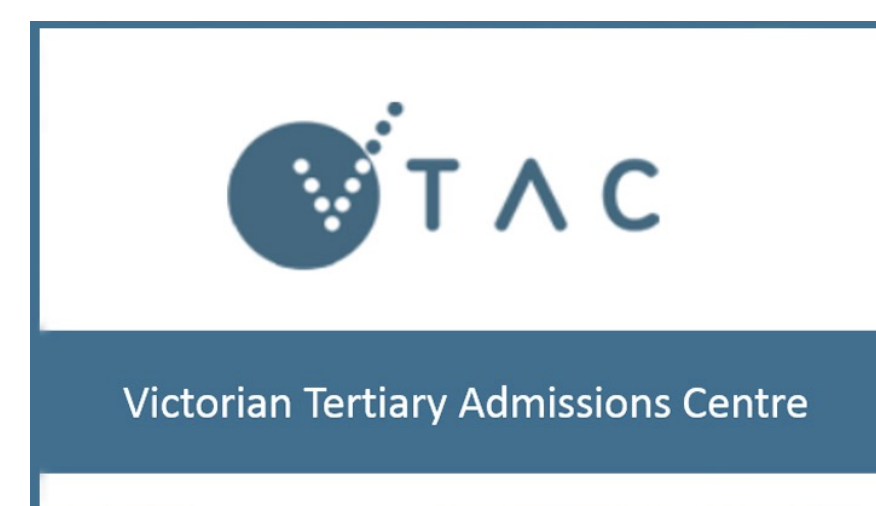


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## Probably... matching not ranking for tertiary selection

Replacing or supplementing simplistic measures of academic content mastery (or the emerging complex miscellany of alternatives) with fair, transparent, robust assessments by schools which provide a picture of the pattern of competence of a learner.

The aim is to ensure that each learner entering a course has the knowledge, skills, attributes and values required for success in a course.



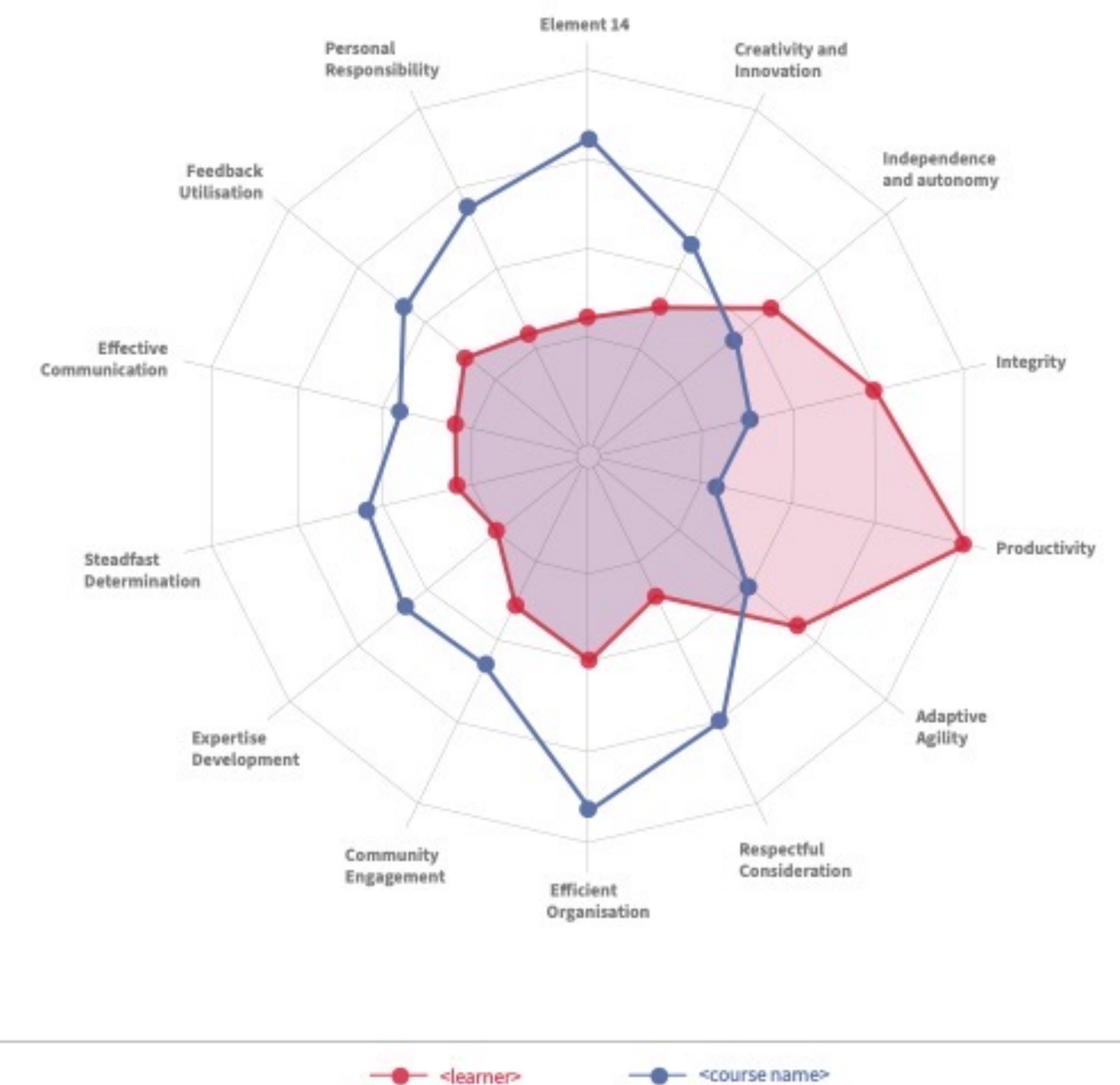
### Course Matching Profile



Name: Taylor Lee

Class: 10A

Issue Date: Nov 8, 2022





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## 5. The power of recognition

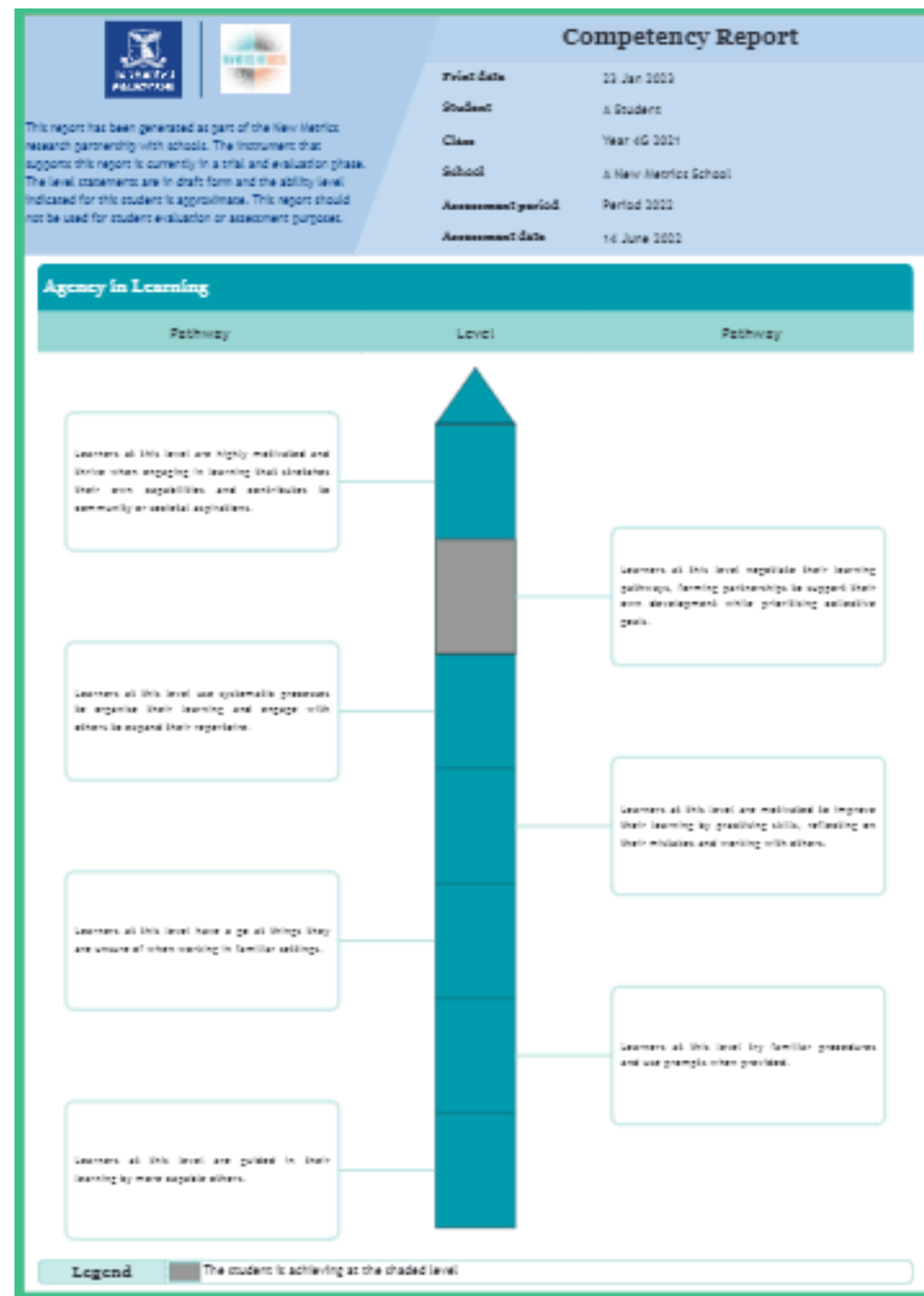




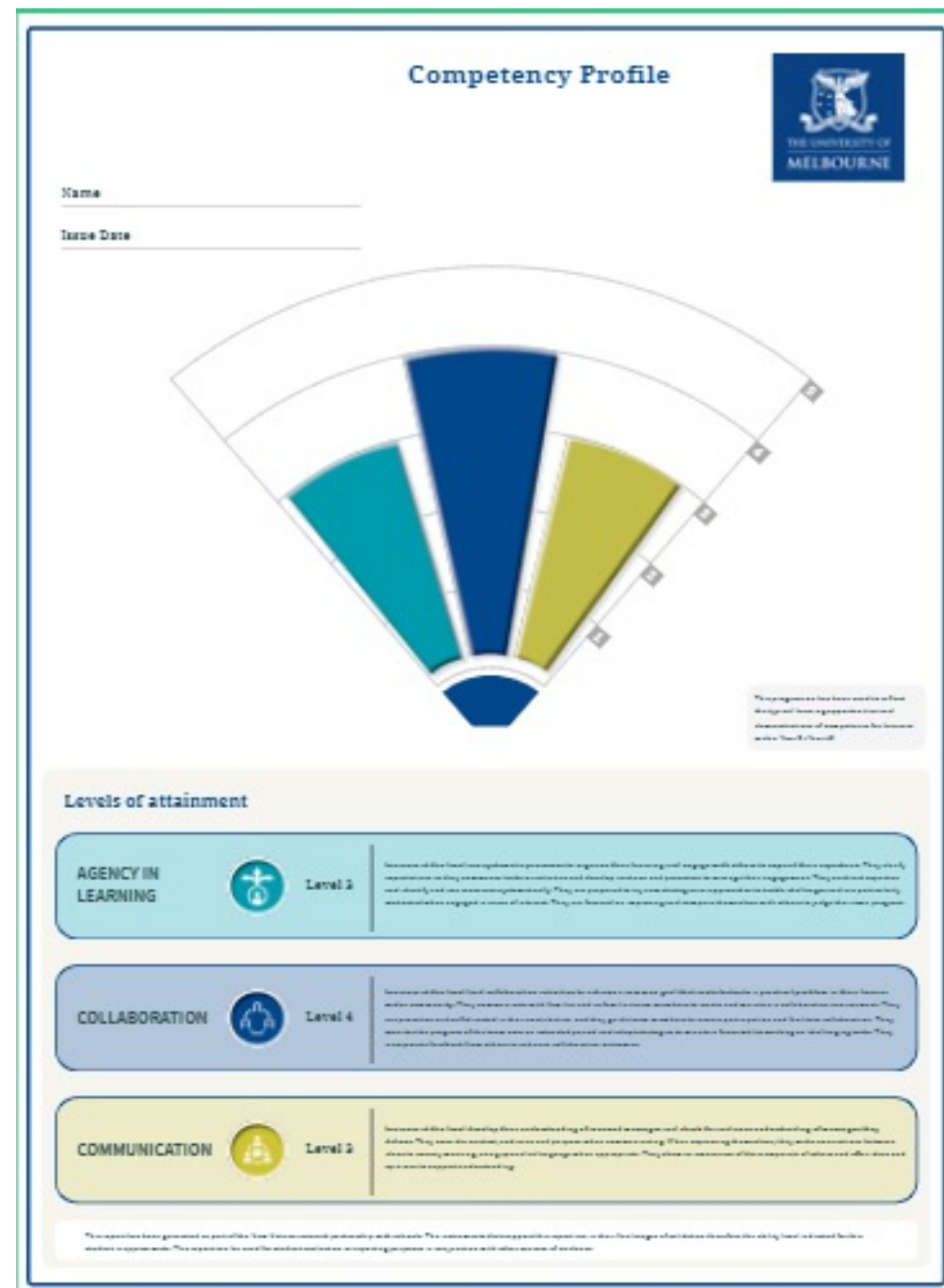
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# The need for credentials

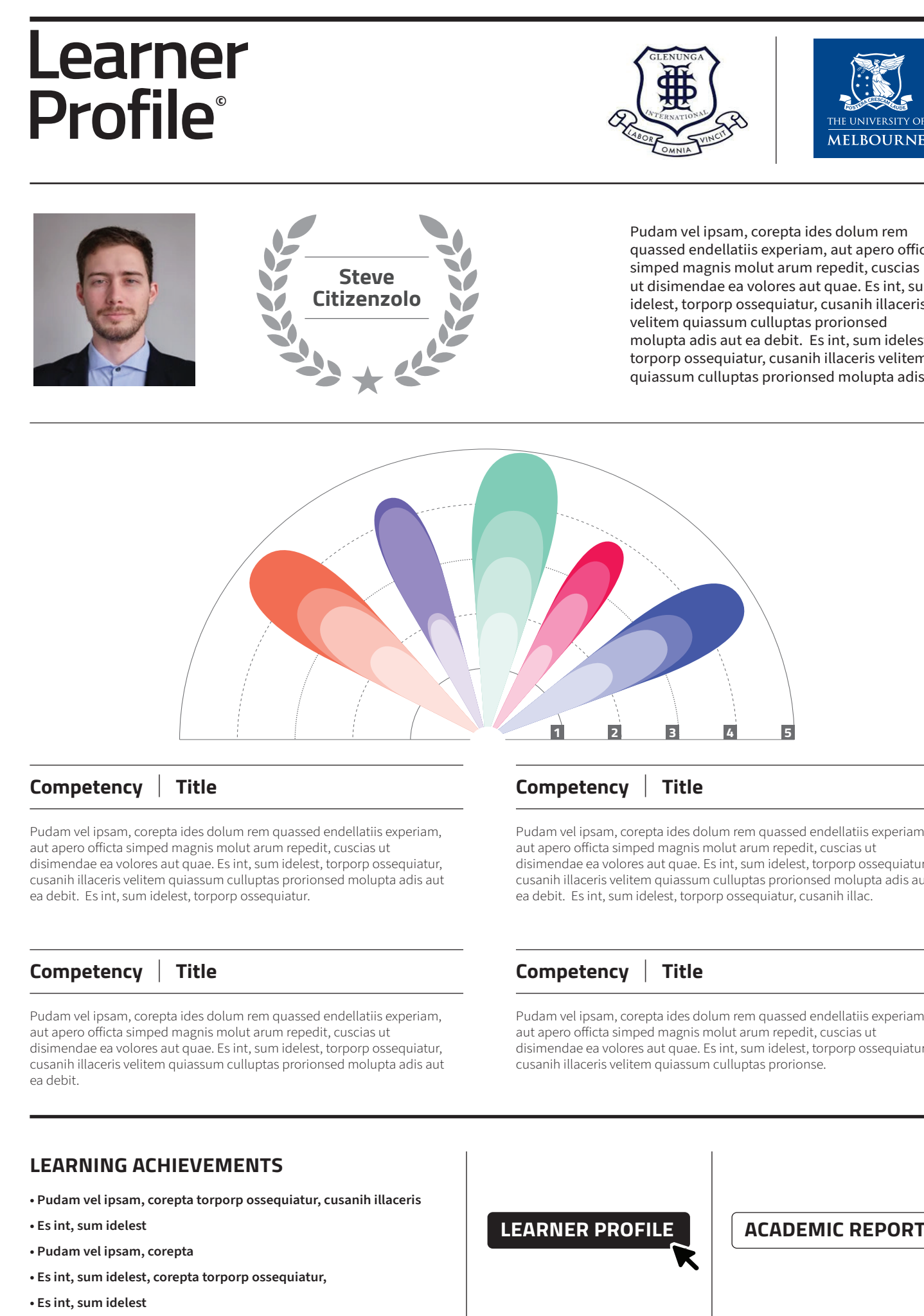
## Developmental; no pass or fail; profiles successes; formative melds into summative; supported by portfolios



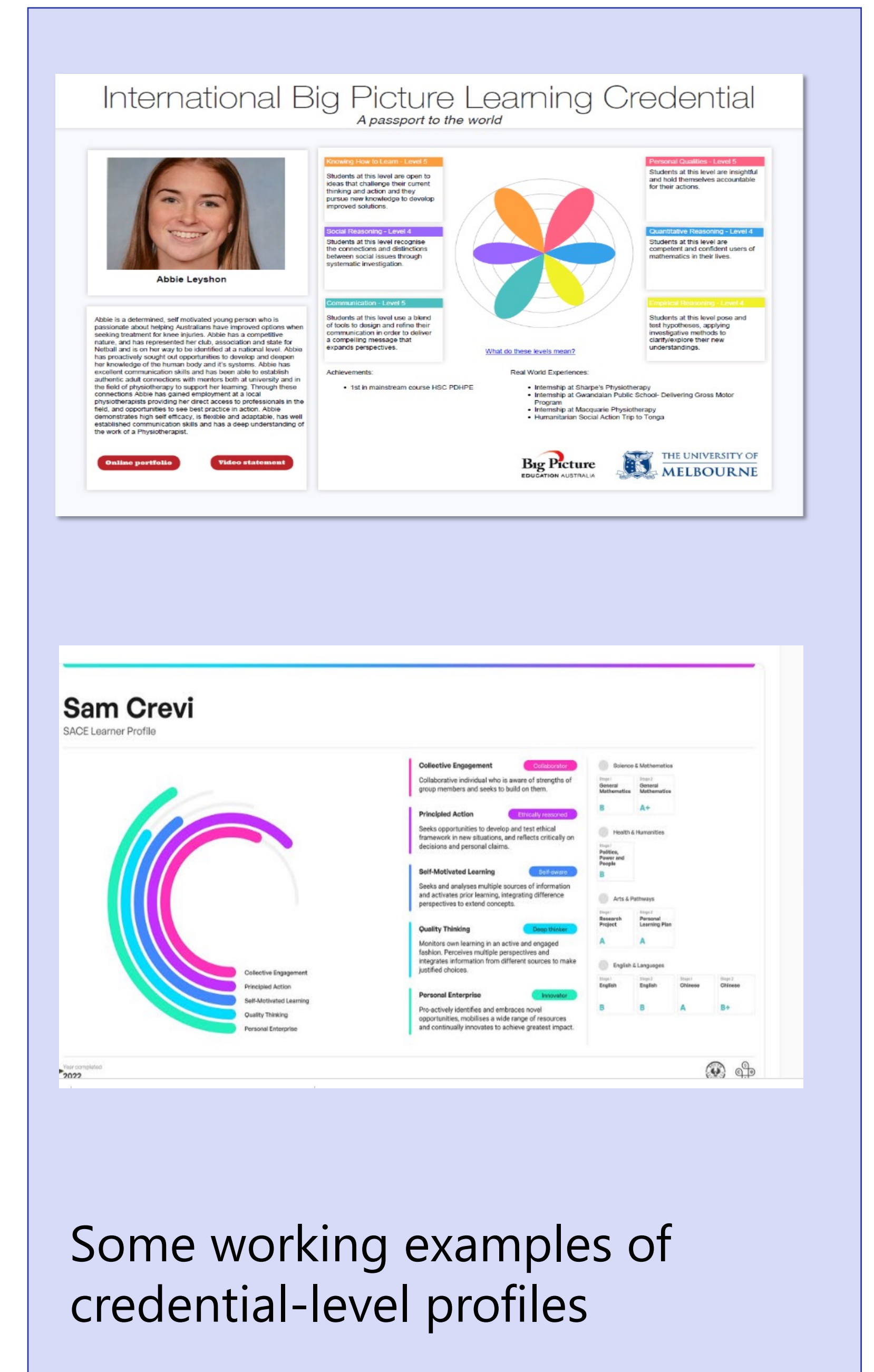
Rocket...  
Formative



Fan...  
Cross-school-reporting



Chrysanthemum...  
Credential is warranted, moderated



Some working examples of  
credential-level profiles

JOIN US ONLINE: **Warranting for 2023 Credentials** Monday Sept 4, 10am AEST



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## 6. The centrality of utility





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# Utility is the key

- ☐ For learners, day to day and in transition (does it empower them?)
- ☐ For teachers (growth in thrive)
- ☐ For school leaders (growth in thrive, accountability, reporting)
- ☐ For recruiters and selectors (does it predict success?)



# Therefore... continued focus into 2024

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- Emphasising the **universal common currency** to hold together the diversity we need
- Having a **simple core idea** (consumption → production of learning) that can power different initiatives
- Engaging with the dominant **political debates**
- Lead in **matching not ranking** practice
- Create trusted, robust **credentials** recognising learning for transition years Yrs 6, 10, 12.
- Continue to work on **utility, growth, comparability**



Thank you

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