

KEVIN BARTLETT AND DAVE LOW

2ND EDITION V 1.0
JANUARY 2023

LEARNING
EXPERT



LOADING

Acknowledgements

We'd like to thank some individuals who helped us get to this point. We know there are many more, so the list will keep growing.

Special thanks to:

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...

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Thanks, of course, to all our global supporters and Collaborators. Together we are changing the learning game...for good!

THE LEARNING PLAYBOOK

Second Edition
Version 1.0 - January 2023

The Learning Playbook

by Kevin Bartlett and Dave Low.

Kevin writes the words. Dave draws the pictures.

...

Many of the key ideas in the Playbook were conceived with Gordon Eldridge, original Co-Founder of the Collaborative.



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THIS COPY OF

THE
LEARNING
PLAYBOOK

BELONGS TO

.....

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LEARNING
EXPERT
LOADING

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YOU ARE HERE

FOUR WORDS

FROM. SILOS. TO. SYSTEMS.

MORE WORDS

**WE'VE
HAD
IT...
!!!**

...WITH
DISCONNECTED
LEARNING...

....WITH SCHOOLS
CONSTRAINED BY
COMPLIANCE WITH
MULTIPLE RULES,
REGULATIONS,
AUTHORIZATIONS...

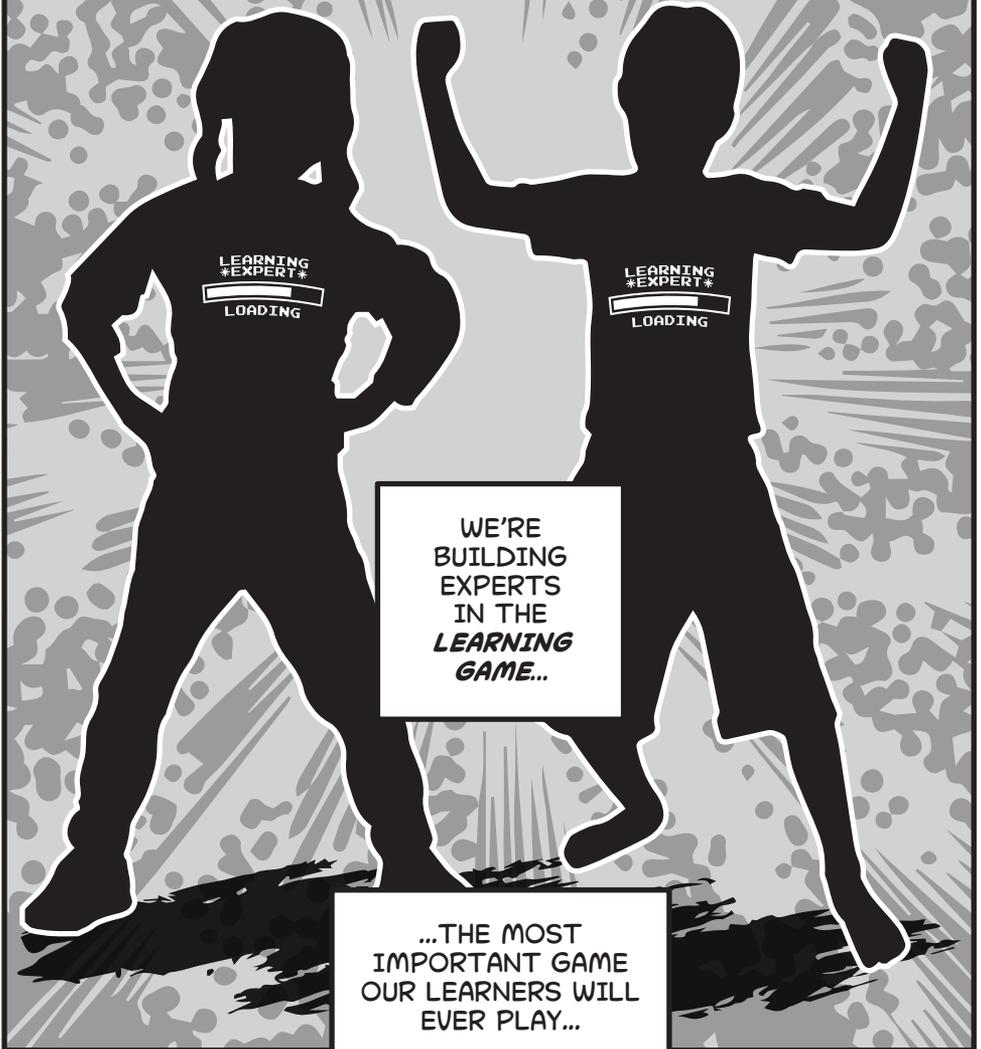
.... WITH SCHOOLS
CONFOUNDED BY
COMPLEXITY!

WE THINK THERE'S
ANOTHER WAY!

SO...

... WE'RE DOING SOMETHING ABOUT IT.

ALL OVER THE WORLD WE'RE GETTING LEARNING ORGANISED!



WE'RE
BUILDING
EXPERTS
IN THE
**LEARNING
GAME...**

...THE MOST
IMPORTANT GAME
OUR LEARNERS WILL
EVER PLAY...

...AND THE ONLY GAME WE DON'T
TEACH THEM HOW TO PLAY...

YET!

THE LEARNING PLAYBOOK WILL HELP FIX THAT!

IT'S A
CONVERSATION
FOR TEACHERS
MASTERING THE
LEARNING GAME
AND BECOMING
LEARNING
COACHES FOR
THEIR STUDENTS.

THE LEARNING PLAYBOOK

A HANDY GUIDE TO
THE WORK OF
THE CGC TO CONNECT
LEARNING.

A LONG, GLOBAL, COLLECTIVE MACRO-INQUIRY,
DESIGNED TO MOVE US **FROM SILOS TO SYSTEMS**.
TO MOVE US TO A CONNECTED LEARNING ECOSYSTEM.

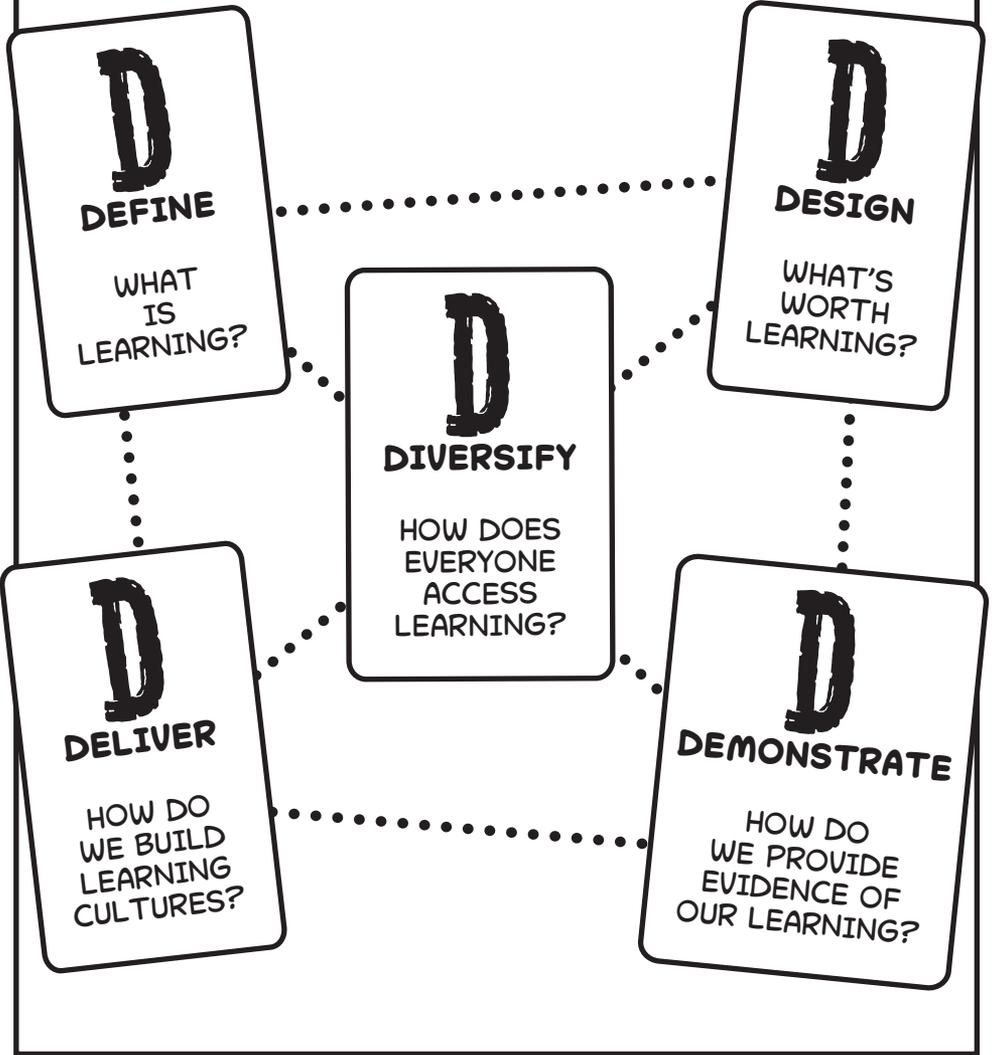
HERE'S A BOX FOR YOUR OUT-OF-THE-BOX THINKING

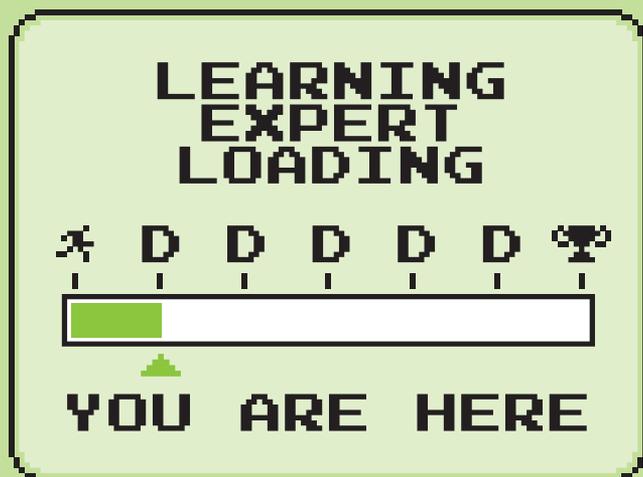
WHAT HAVE YOU 'HAD IT' WITH?
WHAT ARE THREE THINGS ABOUT 'SCHOOL'
YOU'D LOVE TO CHANGE?

AND THREE THINGS YOU'D FIGHT TO KEEP?

THE CGC LEARNING ECOSYSTEM

WE DON'T THINK THAT LEADERS NEED TO HAVE ALL THE RIGHT ANSWERS, BUT WE THINK IT'S VERY USEFUL TO BRING THE RIGHT QUESTIONS. SO, WE APPROACHED THE CHALLENGE OF DESIGNING A COHERENT LEARNING ECOSYSTEM AS A PROCESS OF 'FEARLESS INQUIRY'. WE GENERATED FIVE KEY QUESTIONS, AND THEN BUILT OUR ECOSYSTEM AS A RESPONSE.



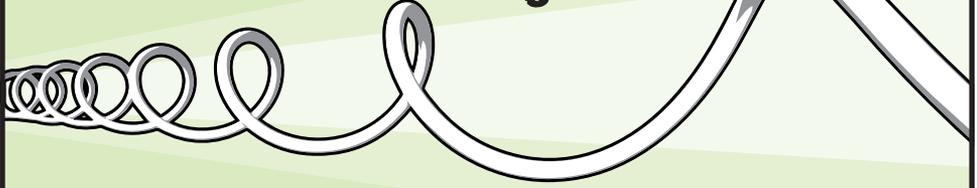


DEFINING LEARNING

KEY QUESTION:
WHAT IS LEARNING?

IN THIS LEVEL
OUR DEFINITION OF LEARNING:
CONCEPTUAL, COMPETENCY, CHARACTER

THE THREE Cs



WE DON'T BELIEVE THAT, AS LEARNERS, WE RETURN TO THE STARTING POINT OF OUR LEARNING "CYCLE" - BUT RATHER THAT WE PROGRESS: TO A DEEPER LEVEL OF **CONCEPTUAL** UNDERSTANDING, A HIGHER LEVEL OF **COMPETENCY**, A STRONGER COMMITMENT TO DEVELOPING GOOD **CHARACTER**.

OVER TIME, OUR LEARNING PROCESS DESCRIBES A CONTINUOUS SPIRAL OF THREE TYPES OF LEARNING INTERACTING IN A TRIPLE HELIX - THE DNA OF LEARNING.

CONCEPTUAL

"WHEN WE:

**CONNECT,
CONSTRUCT,
CONTRIBUTE,**

WE UNDERSTAND
THAT..."

COMPETENCY

"WHEN WE:

**DECONSTRUCT,
IDENTIFY,
PRACTICE,**

WE ARE
ABLE TO..."

CHARACTER

"WHEN WE:

**CONSIDER,
ACT,
REFLECT,**

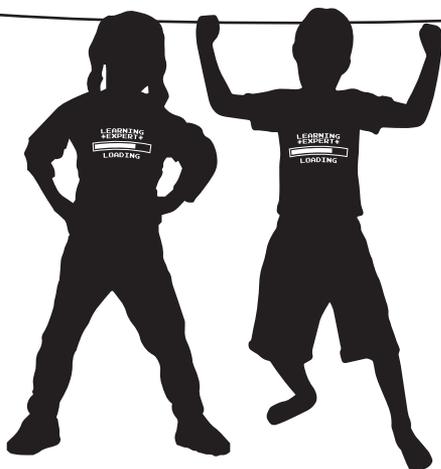
WE BECOME
MORE..."



THE 3 CS ARE ' THE RED THREAD' THAT CONNECT THE
CGC'S LEARNING ECOSYSTEM.
OUR GOAL IS TO NURTURE LEARNING EXPERTS, WITH:

DEEP CONCEPTUAL UNDERSTANDING OF IDEAS THAT MATTER
HIGH LEVELS OF COMPETENCY IN KEY SKILLS
STRONG, POSITIVE MORAL CHARACTER

PEOPLE WHO ARE GOOD WITH IDEAS, GOOD WITH SKILLS,
GOOD PEOPLE.



WE HAVE DEFINED THE LEARNING PROCESS, WHICH THEREFORE
FRAMES THE TEACHING PROCESS WHICH IN TURN PROVIDES US WITH
AN INNOVATIVE PROFESSIONAL LEARNING PROCESS....REPLACING
BROKEN 'TEACHER EVALUATION SYSTEMS'.

OUR
LEARNING
PROCESS

OUR
TEACHING
PROCESS

OUR
PROFESSIONAL
LEARNING
PROCESS

' IF YOU CAN'T DESCRIBE WHAT YOU'RE DOING AS A PROCESS, YOU
DON'T KNOW WHAT YOU'RE DOING' W.EDWARDS DEMING

HOW ABOUT A PROCESSING PAUSE?

WE THINK A SIMPLE DEFINITION OF THE LEARNING PROCESS THAT PROVIDES A SHARED LEARNING LANGUAGE IS A POWERFUL IDEA. WHAT DO YOU THINK?



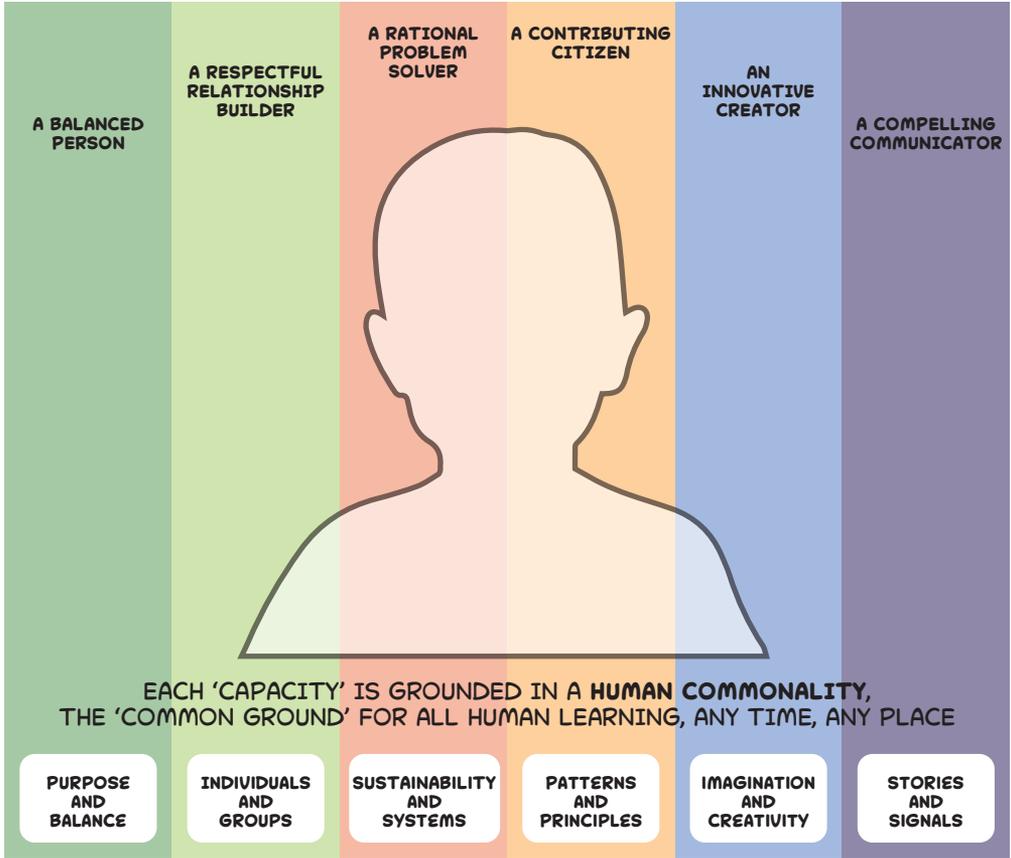
DESIGNING LEARNING

KEY QUESTION:
WHAT'S WORTH LEARNING?

IN THIS LEVEL
THE PORTRAIT OF A LEARNER
THE HUMAN COMMONALITIES
THE LEARNING MATRIX
THE LEARNING MODULE

DESIGNING LEARNING: THE PORTRAIT OF A LEARNER

WE STARTED WITH THE END IN MIND, BY DESCRIBING A 'CGC GRADUATE'



WHICH FRAME THE **LEARNING MATRIX**, A CONNECTED SPIRAL OF INQUIRY-BASED **LEARNING MODULES**, EACH BEGINNING WITH A COMPELLING QUESTION



DESIGNING LEARNING:
THE SIX HUMAN COMMONALITIES
 PART ONE: THE PATHWAY TO THE PORTRAIT



PURPOSE AND BALANCE

WE ALL SEEK MEANING AND PURPOSE IN OUR EXISTENCE AND WE STRIVE TOWARDS ACHIEVING BALANCE IN OUR LIVES



IMAGINATION AND CREATIVITY

WE ARE ALL CREATORS; WE ARE ALL CAPABLE OF IMAGINING NEW FUTURES AND MAKING THEM REAL



SUSTAINABILITY AND SYSTEMS

WE ALL SHARE A DUTY OF STEWARDSHIP FOR THE ECOSYSTEMS WE INHABIT; AND TO UNDERSTAND HOW THEY WORK



PATTERNS AND PRINCIPLES

WE ALL LOOK FOR RECURRING PATTERNS AND ENDURING PRINCIPLES TO HELP US MAKE SENSE OF THINGS



STORIES AND SIGNALS

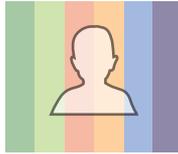
WE ARE ALL STORY TELLERS; WE ALL SEND MESSAGES TO EACH OTHER



INDIVIDUALS AND GROUPS

WE ALL SEEK PERSONAL IDENTITY, WE ALL NEED A PLACE TO BELONG

THE 6 TRANSDISCIPLINARY TRANSFER GOALS THAT COMPRISE THE PORTRAIT DESCRIBE THE 'TRANSPORTABLE GIFTS' OF A CGC LEARNING EXPERIENCE.



WE HELP EACH LEARNER PLAN THEIR CURRICULAR AND CO-CURRICULAR PATHWAYS TO THE PORTRAIT, DOCUMENTING THEIR EVIDENCE ALONG THE WAY.

A SAMPLE PATHWAY



A COMPELLING COMMUNICATOR

REGULAR OPPORTUNITIES TO SPEAK AND LISTEN, SHARE LEARNING PROCESSES AND PRODUCTS, CONTRIBUTE TO THE SHARED LEARNING OF THE GROUP

TED ED SPEECH & DEBATE YOUNG AUTHORS' CLUB

A COMPELLING COMMUNICATOR CAN INDEPENDENTLY DESIGN AND DELIVER PERSUASIVE, INFORMED COMMUNICATIONS, USING DIFFERENT MEDIA, ON MATTERS OF PRINCIPLE AND IDEAS THAT MATTER

DESIGNING LEARNING: THE SIX HUMAN COMMONALITIES

PART TWO: MAKING THE MAP



PURPOSE AND BALANCE

WE ALL SEEK MEANING AND PURPOSE IN OUR EXISTENCE AND WE STRIVE TOWARDS ACHIEVING BALANCE IN OUR LIVES



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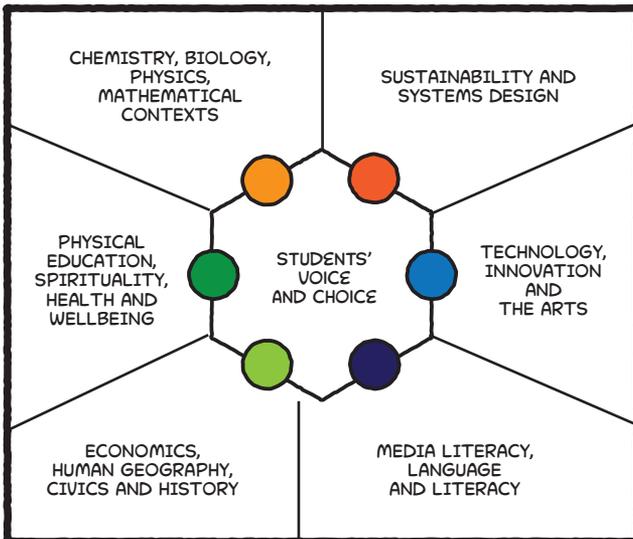


INDIVIDUALS AND GROUPS

WE ALL SEEK PERSONAL IDENTITY, WE ALL NEED A PLACE TO BELONG

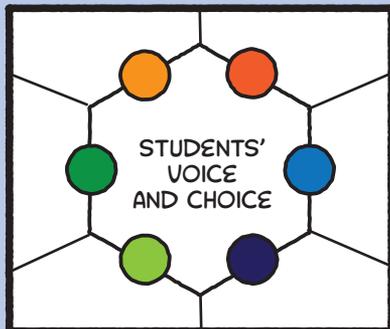
THESE ARE CLUSTERED WITH DEFINED DISCIPLINES TO FORM

THE CGC CONCEPTUAL MAP



STUDENTS' VOICE AND CHOICE IN THE MIDDLE OF THE MAP

OUR STUDENTS ARE AT THE CENTRE OF EVERYTHING WE DO AND SO IT FOLLOWS THAT AT THE CENTRE OF OUR CONCEPTUAL MAP WE PROVIDE PERIODIC OPPORTUNITIES FOR **THEIR** VOICE AND CHOICE.



A MAJOR OPPORTUNITY

STUDENT-WRITTEN MODULES

WE'RE DEDICATED TO GREATER STUDENT SELF-REGULATION. OUR SUGGESTION IS THAT, STUDENTS, EITHER INDIVIDUALLY OR IN TEAMS, WORK ON ONE SELF-WRITTEN MODULE EACH YEAR, CUSTOMISED WITH THEIR OWN COMPELLING QUESTION.

WHAT WOULD
I FIGHT TO LEARN?

IN *THE LEARNING PLAYBOOK FOR STUDENTS* WE WILL PROVIDE ALL THE SUPPORT YOU WILL NEED TO MAKE THIS HAPPEN!



DESIGNING LEARNING: THE ANATOMY OF THE MATRIX

THE SIX COMMONALITIES ARE
VERTICAL ORGANISERS



WHAT'S WORTH LEARNING AND WHY?

WE START WITH THE QUESTION, 'WHAT WOULD WE FIGHT TO TEACH?' THEN SELECT STANDARDS TO SUPPORT WHAT IS 'LIFEWORTHY'. OUR MATRIX WORKS AS A CONNECTED FLOW OF ILLUSTRATIVE CONTENT -FROM TODDLER TO (GRADE) TWELVE.

DESIGNING LEARNING: THE ANATOMY OF A MODULE



MODULE ICON

THE WHY?

THE COMPELLING QUESTION
THE BIG IDEA • THE STORY

THE WHAT?

THE LEARNING GOALS: CONCEPTUAL,
COMPETENCY, CHARACTER

THE EVIDENCE

PERFORMANCE-BASED ASSESSMENT TASKS
THE 3 CS SELF-ASSESSMENT

THE HOW?

FRAMING QUESTIONS
LEARNING SEQUENCES USING THE 3 C'S
PEDAGOGY E.G.
CONNECT-CONSTRUCT-CONTRIBUTE

THE REFLECTION

THE RECONSTRUCTION
OTHER REFLECTION TOOLS

THE MODULE WRITER'S GUIDE

A WALKTHROUGH OF CGC MODULE WRITING.
WHAT WOULD YOU FIGHT TO TEACH?



How can something so small stop the whole world?



THE WHY?

The Compelling Question

We start with 'Why?', expressing this as a powerful open-ended question that invites us to explore content that really matters. The Compelling Question should prompt a 'desire to inquire'.

The Big Idea

A single sentence, beginning with 'Understanding....' that provides a quick overview of the scope of the Module

The Story

We craft a simple narrative, written for teachers, which amplifies the Compelling Question and unpacks why this content matters. When we read The Story we should feel: "OK, I get what this Module is about, and I get why it's important".

THE WHAT?

The Learning Goals

We add the conceptual, competency, character Learning Goals for the Module, drawn from the sequences of CGC Learning Goals.

THE EVIDENCE

The Learning Demonstration

We provide students with opportunities to show what they have learned in ways that are purposeful, connected and differentiated. This is usually through various forms of performance assessment task. We like to provide learners with a choice of task, where possible.

The 3Cs Self-Reflection

A reliable form of individual assessment is through the 3Cs Self-Assessment, a simple tool that invites learners to share what they have learned and provide evidence to back up their reflections

THE HOW?

The Framing Questions

We identify the questions that will frame the Learning Sequences that follow. Learners will also contribute to these questions. The questions translate the broader, more 'universal' questions that inform The Why, and contextualize them at a more practical, granular level in this illustrative content, for *these* learners, in *this* place, *now*.

The Formative Learning Sequences

We use the Framing Questions to map out the shape of the learning journey, planning connected sequences of learning experiences that address our questions and help us form our responses. Together we connect-construct-contribute, deconstruct-identify-practice, consider-act-reflect, as we build Conceptual, Competency and Character Learning.

THE REFLECTION

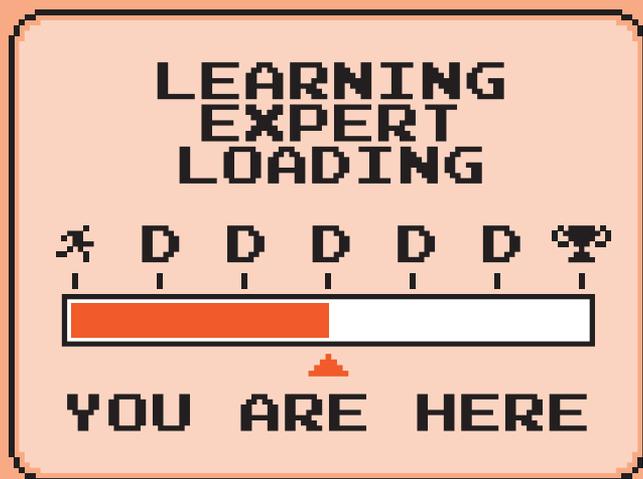
The Reconstruction

We recreate the learning journey with our learners in order to consolidate learning and bring a sense of closure and celebration.

This also encourages consistent documentation of learning, gathering evidence throughout the journey.

HERE'S A PROVOCATION!

WHAT WOULD *YOU* FIGHT TO TEACH?
CREATE YOUR OWN OPEN-ENDED COMPELLING QUESTIONS
TO ADDRESS CONTENT THAT REALLY *MATTERS*

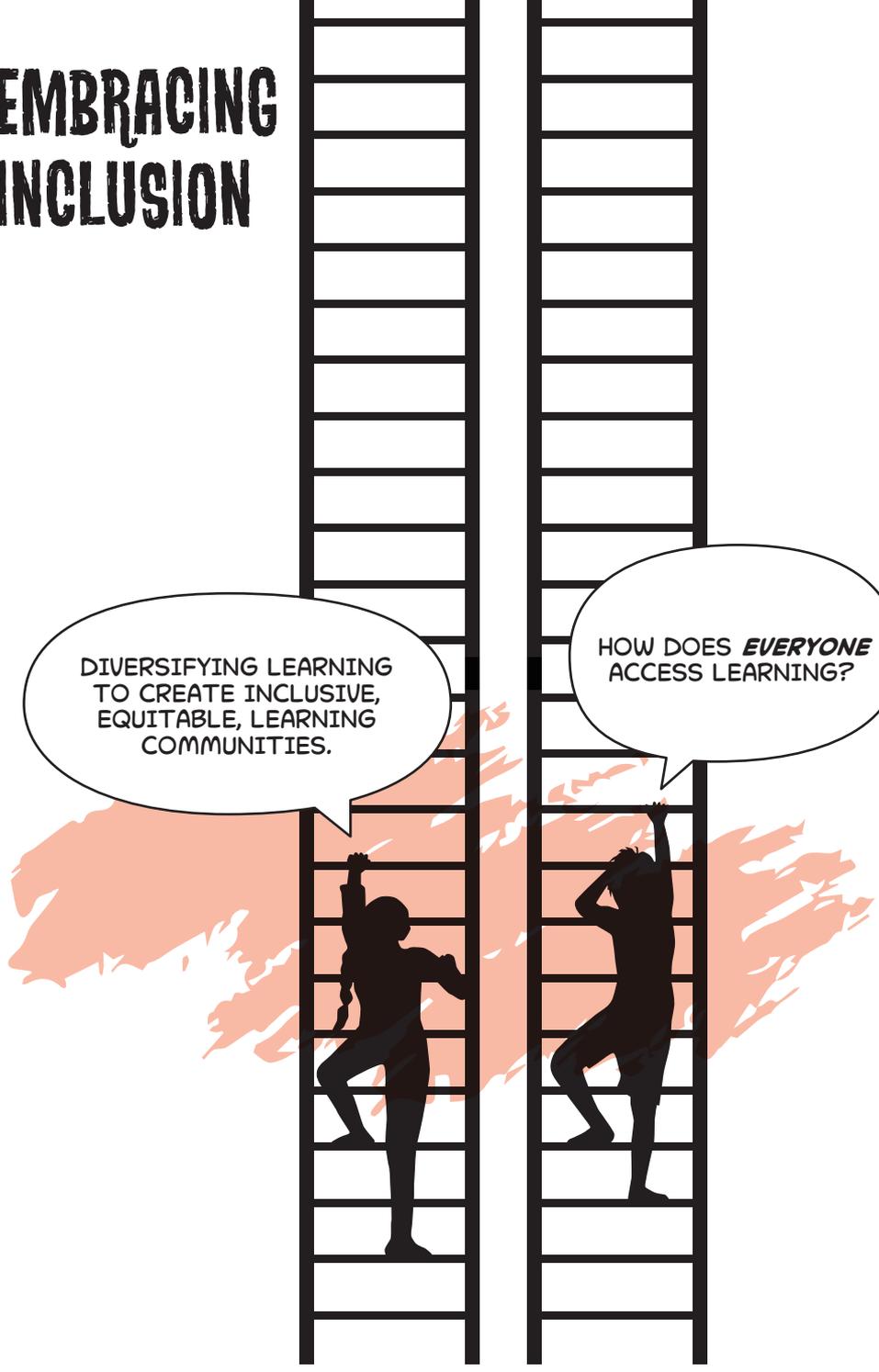


DIVERSIFYING LEARNING

KEY QUESTION:
HOW DOES *EVERYONE* ACCESS LEARNING?

IN THIS LEVEL:
EMBRACING INCLUSION
CONSTRUCTING OUR SYSTEMS
BUILDING CAPACITY

EMBRACING INCLUSION



DIVERSIFYING LEARNING
TO CREATE INCLUSIVE,
EQUITABLE, LEARNING
COMMUNITIES.

HOW DOES *EVERYONE*
ACCESS LEARNING?

DESIGNING OUR SYSTEMS

OUR SYSTEMS DO ALL OF THESE:

EMBRACE
DIVERSITY

STATE OUR
PURPOSE

CREATE OUR
POLICIES

DESIGN OUR
PROGRAMMES

ALIGN OUR
PRACTICES

BUILDING CAPACITY

THE IMPACT AS CAPACITY BUILDERS MEANS WE ARE:

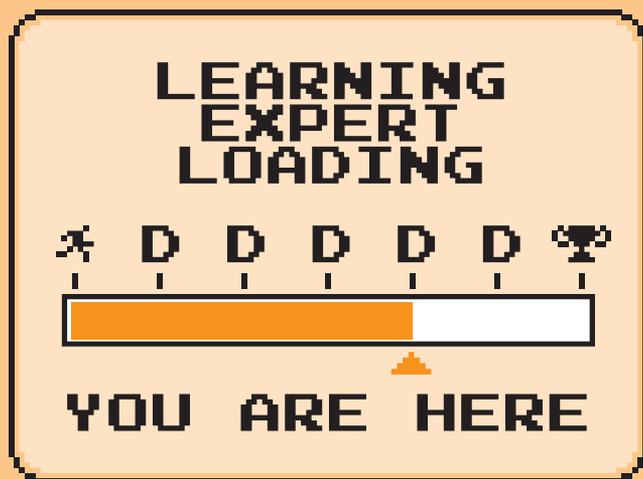
SCAFFOLDING SUCCESS
CONSTRUCTING FOUNDATIONS
DEMOLISHING CEILINGS

WHY DOES INCLUSION MATTER?

THINK OF A TIME WHEN YOU EXPERIENCED 'EXCLUSION', EITHER PERSONALLY OR AS A 'WITNESS'. HOW DID THAT MAKE YOU FEEL? BASED ON THAT EXPERIENCE, SEND A MESSAGE TO THE LEARNING PROFESSION THAT FINISHES THIS SENTENCE STEM:

"DEAR COLLEAGUES, WHEN IT COMES TO INCLUSION, WE SHOULD ALWAYS REMEMBER THAT ... "

"INCLUSION MEANS BEING A PART, NOT BEING APART"



DELIVERING LEARNING

KEY QUESTION:
HOW DO WE BUILD LEARNING *CULTURES*?

IN THIS LEVEL
OUR LEARNING PRINCIPLES
OUR NORMS OF PRACTICE

DELIVERING LEARNING:
OUR LEARNING PRINCIPLES

GREAT LEARNING CULTURES ARE BUILT ON A FEW SHARED PRINCIPLES, WHICH EXPRESS OUR LEARNING VALUES, NOT ON MULTIPLE RULES AND REGULATIONS.

PRINCIPLES COME FROM WITHIN US, RULES ARE IMPOSED FROM OUTSIDE US. WE WORK WITH SCHOOLS TO CO-CREATE 4-6 LEARNING PRINCIPLES. HERE IS A CLASSIC EXAMPLE OF 5 PRINCIPLES WE SEE FREQUENTLY RECURRING:

THE PURPOSE PRINCIPLE

WE BELIEVE THAT LEARNING IS A PROCESS OF MAKING MEANING AND MUST BE DRIVEN BY A CLEAR, INTENTIONAL SENSE OF PURPOSE. LEARNERS ARE MORE ENGAGED WHEN THEY ARE CONVINCED BY 'THE WHY'.

THE PEOPLE PRINCIPLE

WE ARE A SOCIAL SPECIES. LEARNING FOR US IS NOT ONLY COGNITIVE. IT IS ALSO A DEEPLY PERSONAL, SOCIAL, AND EMOTIONAL PROCESS. HUMAN RELATIONSHIPS MAY JUST BE THE MOST POWERFUL INFLUENCER OF LEARNER SUCCESS.

THE OWNERSHIP PRINCIPLE

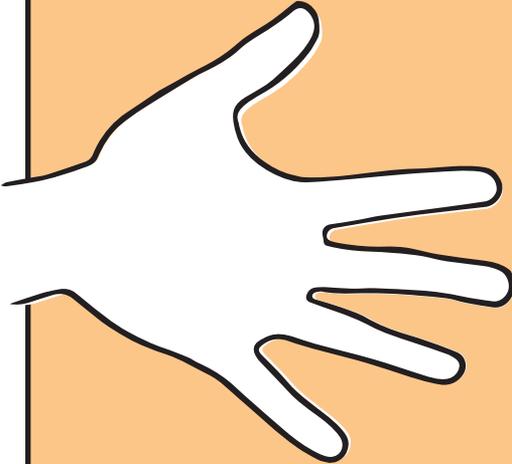
WE ALL LEARN DIFFERENTLY. EVERYONE CAN LEARN HOW TO LEARN AND HAS THE RIGHT AND RESPONSIBILITY TO OWN THEIR OWN LEARNING. WE MEET LEARNERS WHERE THEY ARE AND HELP THEM WRITE THEIR OWN STORY.

THE CONNECTIONS PRINCIPLE

WE LEARN BY MAKING CONNECTIONS, WITH OUR PRIOR KNOWLEDGE, ACROSS DISCIPLINES AND BETWEEN OUR SCHOOL AND THE 'REAL-WORLD.' LEARNING TRANSFER HAPPENS BEST IN RICH, RELEVANT CONTEXTS. THE NUMBER AND STRENGTH OF CONNECTIONS WE MAKE WILL IMPACT THE QUALITY OF OUR ENDURING UNDERSTANDINGS.

THE WONDER PRINCIPLE

WE ARE NATURALLY CURIOUS AND PLAYFUL. WE LEARN THROUGH AN ENJOYABLE LIFELONG PROCESS OF PLAYING, WONDERING, QUESTIONING, INQUIRING, REACHING CONCLUSIONS AND THEN INQUIRING FURTHER.



DELIVERING LEARNING:
OUR NORMS OF PRACTICE

PRINCIPLES WITHOUT PRACTICES HAVE NO LEARNING IMPACT.

SO, WE'VE TRANSLATED OUR LEARNING PRINCIPLES FIRST INTO LEARNING PRACTICES - **WHAT WE'LL SEE OUR STUDENTS DOING**

AND THEN THE RELATED TEACHING PRACTICES
- **WHAT WE'LL NEED TO BE DOING TO SUPPORT THEM.**

HERE'S AN EXAMPLE:

THE OWNERSHIP PRINCIPLE

PRACTICE I: SETTING AND ACHIEVING LEARNING GOALS

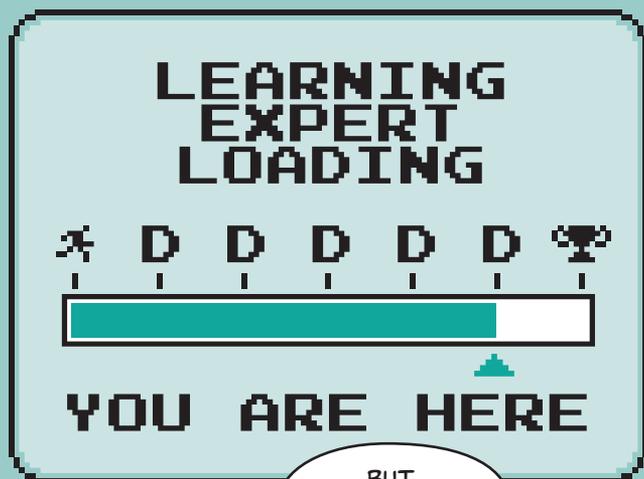
AS LEARNERS
WE ARE ABLE TO SET APPROPRIATE GOALS AND IMPLEMENT PLANS TO ACHIEVE AND DOCUMENT THEM
- AND -
EXERCISE OUR VOICE AND CHOICE IN THE LEARNING PROCESS - INCLUDING DESIGNING OUR OWN LEARNING.

AS TEACHERS WE ARE
ABLE TO TEACH & MODEL PURPOSEFUL GOAL-SETTING, PLANNING, IMPLEMENTATION, MONITORING & REFLECTION.
- AND -
BRING THE LEARNER'S VOICE AND CHOICE INTO THE LEARNING PROCESS, INCLUDING GUIDING THEM IN DESIGNING THEIR OWN LEARNING WHEN APPROPRIATE.



PRINCIPLES VS RULES

FROM MY OWN EXPERIENCES
WITH LEARNING, I BELIEVE THAT...



BUT
HOW DOES
IT *KNOW*?



DEMONSTRATING LEARNING

KEY QUESTION:
HOW DO WE PROVIDE EVIDENCE OF LEARNING?

IN THIS LEVEL:
OUR ASSESSMENT PRINCIPLES
THE 3 Cs SELF-ASSESSMENT
THE 6 Ps • CURATED CONVERSATIONS

OUR ASSESSMENT PRINCIPLES*

IN CGC WE ASSESS, ON PRINCIPLE, GUIDED BY THE FOLLOWING STATEMENTS OF BELIEF.

THE PURPOSE PRINCIPLE

THE PURPOSE OF ASSESSMENT IS TO PROVIDE FEEDBACK TO LEARNERS TO IMPROVE THEIR LEARNING, AND FEEDBACK TO TEACHERS TO INFORM OUR PRACTICE.

THE ALIGNMENT PRINCIPLE

OUR ASSESSMENTS SHOULD BE ALIGNED WITH OUR CONCEPTUAL, COMPETENCY AND CHARACTER LEARNING GOALS.

THE RELIABILITY PRINCIPLE

RELIABLE ASSESSMENT REQUIRES MULTIPLE FORMS OF EVIDENCE.

THE VALUE PRINCIPLE

SINCE WE VALUE WHAT WE ASSESS, WE SHOULD ASSESS WHAT WE VALUE.

THE EQUITY PRINCIPLE

ASSESSMENT SHOULD BE FAIR TO ALL LEARNERS.

※WE ARE INDEBTED TO JAY MCTIGHE AND STEVE FERRARA, WHO, IN THEIR BOOK, ASSESSMENT BY DESIGN, SUGGEST ASSESSMENT PRINCIPLES UPON WHICH OURS ARE BASED.

CLOSING THE LEARNING CIRCLE

OUR EXPERT LEARNERS LEAD THEIR OWN
SELF-ASSESSMENT USING THE 3 Cs

CONCEPTUAL

"IT'S ABOUT MY
NEW IDEAS!"

I USED TO
THINK THAT ...

NOW I
UNDERSTAND
THAT ...

THIS IS MY
EVIDENCE

COMPETENCY

"IT'S ABOUT MY
NEW SKILLS"

I USED TO
STRUGGLE WITH ...

NOW I
AM ABLE TO ...

THIS IS MY
EVIDENCE

CHARACTER

"IT'S ABOUT
MY LEARNING
DISPOSITIONS
AND PERSONAL
VALUES"

AS A PERSON,
I AM BECOMING
MORE ...

THIS IS MY
EVIDENCE

THE SIX Ps

WE SUGGEST RE-THINKING THE CYCLE OF ASSESSMENT, RECORDING AND REPORTING. THESE 6 Ps ADDRESS THE ESSENCE OF A CONNECTED PROCESS:

PURPOSE

START BY DEVELOPING CLEAR LEARNING GOALS

PLAN

MAKE A PLAN FOR THE NEXT STAGE OF THE LEARNER'S DEVELOPMENT

PERFORMANCE

ASSESS THE LEARNER'S ACHIEVEMENT WITH THE REGARD TO THOSE GOALS: 'THE PLACE ARRIVED AT'.

PROOF

MAKE SURE WE HAVE AMPLE, DIVERSE EVIDENCE TO BACK UP OUR FINDINGS

PROGRESS

ASSESS THE LEARNER'S GROWTH OVER TIME: 'THE DISTANCE TRAVELLED'

PROCESS

ANALYSE THE 'PROCESS FACTORS' THAT HAVE INFLUENCED PERFORMANCE AND PROGRESS

ALL THE MAJOR FINDINGS AND PIECES OF EVIDENCE CAN THEN BE SHARED IN 3-WAY **CURATED CONVERSATIONS** INVOLVING LEARNER, TEACHER(S), PARENT(S). WE SEE LEARNERS PLANNING THESE IN ADVANCE WITH TEACHER SUPPORT, AND THEN LEADING AN EVIDENCE-BASED CONVERSATION. THIS WHOLE PROCESS NECESSITATES CAREFUL AND CONSISTENT **DOCUMENTATION OF LEARNING EVIDENCE.**

THE POWER OF FEEDBACK

A REMINDER THAT THE PURPOSE OF ASSESSMENT IS TO PROVIDE FEEDBACK TO LEARNERS TO IMPROVE THEIR LEARNING AND FEEDBACK TO TEACHERS TO INFORM OUR PRACTICE.

IN CGC, WE ADVOCATE FOR FREQUENT, CONSISTENT, S.T.A.R FEEDBACK



S T A R

SPECIFIC • TIMELY • ACTIONABLE • RESPECTFUL

LEARNING
EXPERT
LOADING

⚡ D D D D D 🏆



YOU ARE HERE



CONGRATULATIONS!

YOU HAVE JUST WORKED YOUR WAY THROUGH THE FOUNDATIONAL PAGES OF THE LEARNING PLAYBOOK - PAGES THAT INTRODUCE AND ILLUSTRATE THE WAYS IN WHICH WE GO ABOUT CONNECTING LEARNING, TEACHING AND ASSESSING INTO ONE COHERENT LEARNING ECOSYSTEM.

WE HOPE THAT YOU HAVE ENJOYED THE LEARNING PLAYBOOK AND THAT IT HAS ENHANCED YOUR PROFESSIONAL LEARNING. WE LOOK FORWARD TO WORKING AND LEARNING WITH YOU IN THE FUTURE. TOGETHER, WE ARE CHANGING THE LEARNING GAME FOR GOOD

IN ALL SENSES OF THE WORD!!

WISHING YOU GREAT LEARNING,

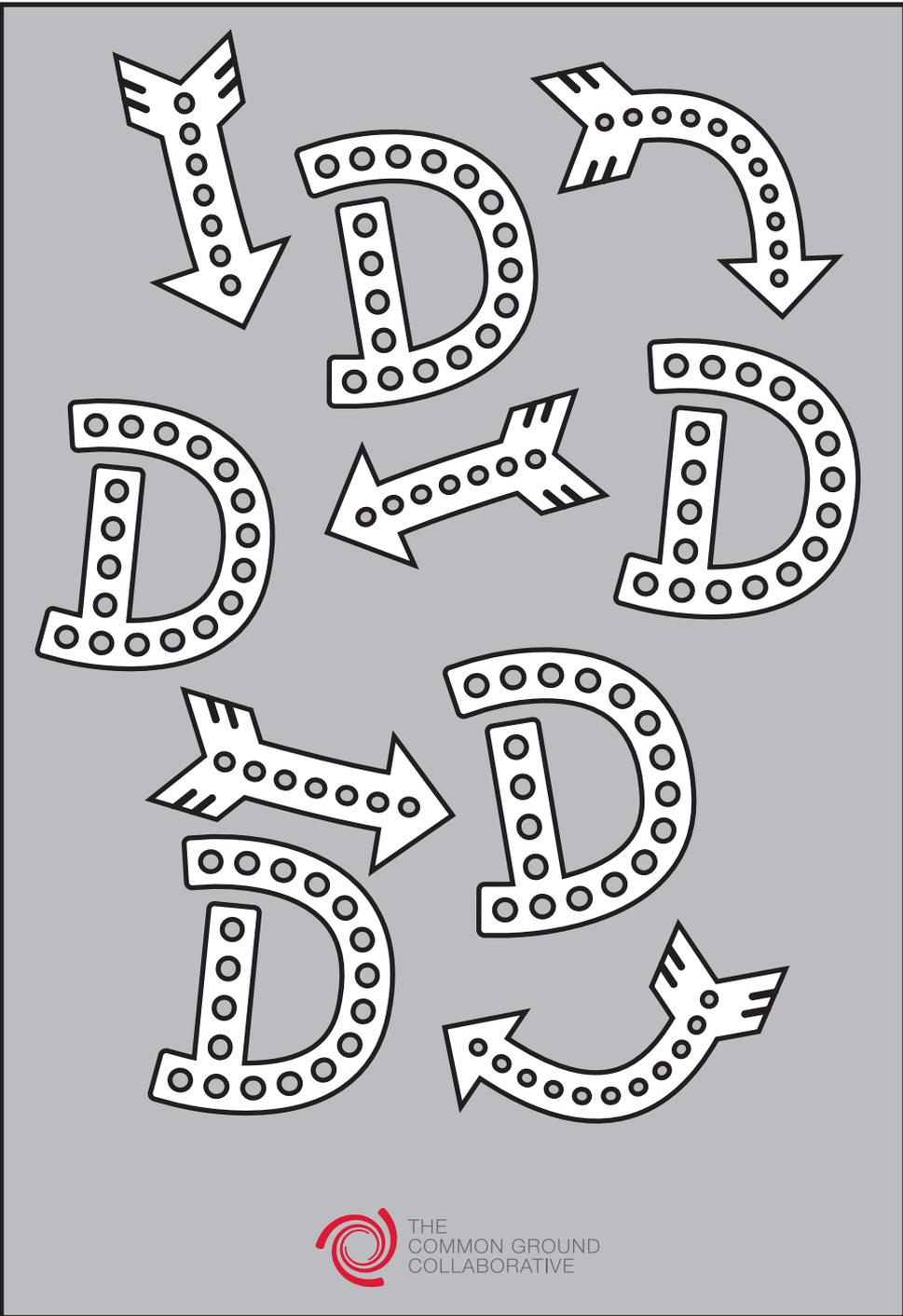
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