

Hearing
your
stories

Locating
your
stories

Getting
your
consent

Reporting
on what
we found

Analysing
the
data



Research Questions

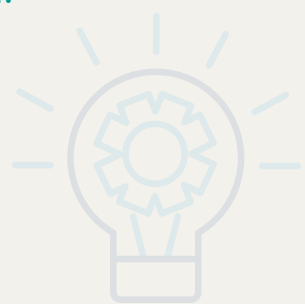


1. Are the distinguishers of Big Picture education design being implemented?
2. How well is the Big Picture model being implemented?
3. Are student learning in the broadest possible sense?
4. Does students' learning support them after they leave school and if so, how?

Getting your consent

1

We gave you information about the research and requested your written consent to participate voluntarily. If you were under 18, we asked your parents/caregivers to give written consent on your behalf. This ensured we met the requirements of the National Statement on Ethical Conduct in Human Research. We secured ethics from the University of Tasmania and Department of Education Tasmania to conduct the research.



Reporting on what we found

5

At the end of the research process we wrote a report for the Department of Education Tasmania which was tabled with the Minister, the Hon Jeremy Rockliff, MP. It was very important to us to keep your information anonymous in the final report. For this reason, we wrote a public report that does not include your interview data or examples of your learning but which still responds to the research question with a robust evidence base.

Hearing your stories

2

You might remember seeing members of the evaluation team spending time in the school. If you gave us consent, we documented lots of your learning; sometimes we photocopied examples of your work and other times we interviewed you about your experiences at the school. The data we collected were a combination of interviews from you and former students, parents, advisors, school leaders and people from Big Picture Education Australia. We also loved hearing about your internships and out-learning experiences from people in local businesses. Quantitative data about student behavioural outcomes, achievement and destinations beyond school also was very useful. We read all of your school newsletters, watched some of your exhibition videos, surveyed your parents and read school documents to help us answer our research questions.

Locating your stories

3

To help us better understand how different schools and education environments offer learning to their students, the research team conducted a literature review, which identified relevant research. Through the development of this literature review, we could make sure that we represented your voices and experiences in a contextual way, where we could draw comparisons and identify differences between a variety of learning and curriculum designs. Specifically, we engaged with studies about Big Picture schools and a range of articles about alternative education.



Analysing the data

4

We started to analyse all of the data and literature to help answer our research questions. Sometimes it was clear to us what the school was doing well or where improvements could be considered. At other times, we were welcomed back to the school to chat further with staff or to review different documents to help us get more clarity around the ideas. We used a program called NVIVO which helped us to code a variety of themes so we could see if there were patterns emerging in the data. We also drew upon a process called naturalistic inquiry which supported us to be flexible in our approach to working with diverse groups of participants in the research.

Key research findings

Want to read more? Download the full research report from: utas.edu.au/underwood-centre

1. There is significant and robust evidence that the distinguishers are being implemented successfully.
2. The Big Picture model is well implemented within the Tasmanian education context. Staff are very committed to the model.
3. Students are learning broadly, but better links between your chosen areas of interest could be strengthened with parts of the Big Picture model, including internships.
4. Students '*learn how to learn*' at the school which sets you up well for a future of learning.