

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:

**Brooke Peterson**, our Managing Director, who keeps us sane and solvent.

**Jay McTighe**, mentor, critical friend and constant source of inspiration.

**Ben Calsbeek**, who has been a passionate supporter from the outset. **Mike Johnston**, likewise. **Gareth Price**, who developed our Science model and our Learning Ladders. **Leanne Wright-Gray**, **Craig Ortner**, **Chad McGartland** and **Jeremy Moore** who tackled the Matrix together with Kevin during the Cayman earthquake. **Meaghan Wilson**, who took a risk with Student-written Learning Modules. **Ilana Ganea**, who translated the Map into Hebrew. **Jeff Bradley** of NEASC, **Jon Nordmeyer** of WIDA, **Ken O'Connor** of O'Connorgrading, **David Willows** of [YELLOW CAR], **Bambi Betts** of the PTC, who really 'get' CGC. **Mike Martell** and **Ron Vair**, for creating opportunities for us to grow ideas in real-school contexts. **Viki Stiebert**, who provided a lovely lockdown home in Panama, from which Kevin could work with Dave in the UK to finish the Playbook.

The original Advisory Council of the CGC, who brought the CGC to life in their organizations and who always gave sound advice. They are: **Michael Boots**, **Laura Benson**, our ISS Liaison, **Emily Cave**, **Mike Johnston**, **Jeremy Moore**, **Ralph Maurer**, **Diana Segarceanu**, who is also translating the Map into Romanian, **Oli Tooher-Hancock**, **Mark Ulfers**, a key thought-partner at AAIE, **Ghada Bou Zeineddine**, who also translated the Map into Arabic.

The new Innovations Board of the CGC, comprising the Heads of our Inspire Schools.

...

**Lila Leung** of ISS/Ulink, who is making CGC real in China, and who translated the Map into Mandarin. **Hui Min**, for inspiration.

**Marta Rivera-Bartlett**, for everything.

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.



Work by the Common Ground Collaborative is licensed under  
CC BY-NC-ND 4.0. View a copy of this license at  
<https://creativecommons.org/licenses/by-nc-nd/4.0/>





THIS COPY OF

THE  
LEARNING  
PLAYBOOK

BELONGS TO

.....





# CONTENTS

ACKNOWLEDGEMENTS	4
CONTENTS	9
WE'VE HAD IT!	11
LEARNING EXPERTS	12
THE LEARNING PLAYBOOK	13
<b>THE LEARNING ECOSYSTEM</b>	<b>15</b>
<b>DEFINING LEARNING</b>	<b>17</b>
THE 3 CS	18
FROM LEARNING TO TEACHING TO PROFESSIONAL LEARNING	19
<b>DESIGNING LEARNING</b>	<b>21</b>
THE PORTRAIT OF A LEARNER	22
THE HUMAN COMMONALITIES	23
THE CONCEPTUAL MAP	24
STUDENT-WRITTEN MODULES	25
THE LEARNING MATRIX	26
THE LEARNING MODULE	27
THE MODULE WRITER'S GUIDE	28
<b>DIVERSIFYING LEARNING</b>	<b>31</b>
EMBRACING INCLUSION	32
DESIGNING OUR SYSTEMS: BUILDING CAPACITY	33
<b>DELIVERING LEARNING</b>	<b>35</b>
OUR LEARNING PRINCIPLES	36
OUR LEARNING PRACTICES	37
<b>DEMONSTRATING LEARNING</b>	<b>39</b>
OUR ASSESSMENT PRINCIPLES	40
CLOSING THE LEARNING CIRCLE	41
THE 6 PS	42
THE POWER OF FEEDBACK	43

# LEARNING EXPERT LOADING

\* D D D D D D 🏆



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...

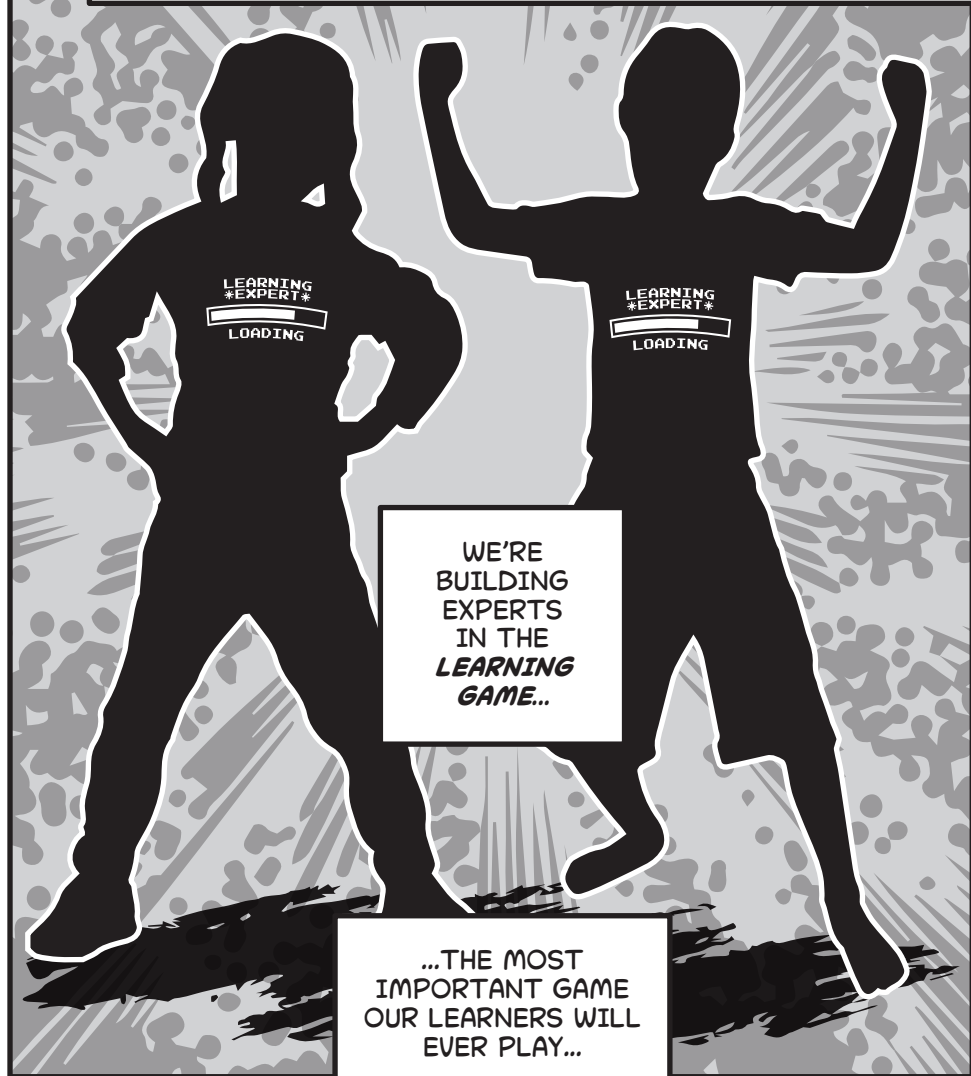
.... WITH SCHOOLS  
CONFOUNDED BY  
COMPLEXITY!

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.

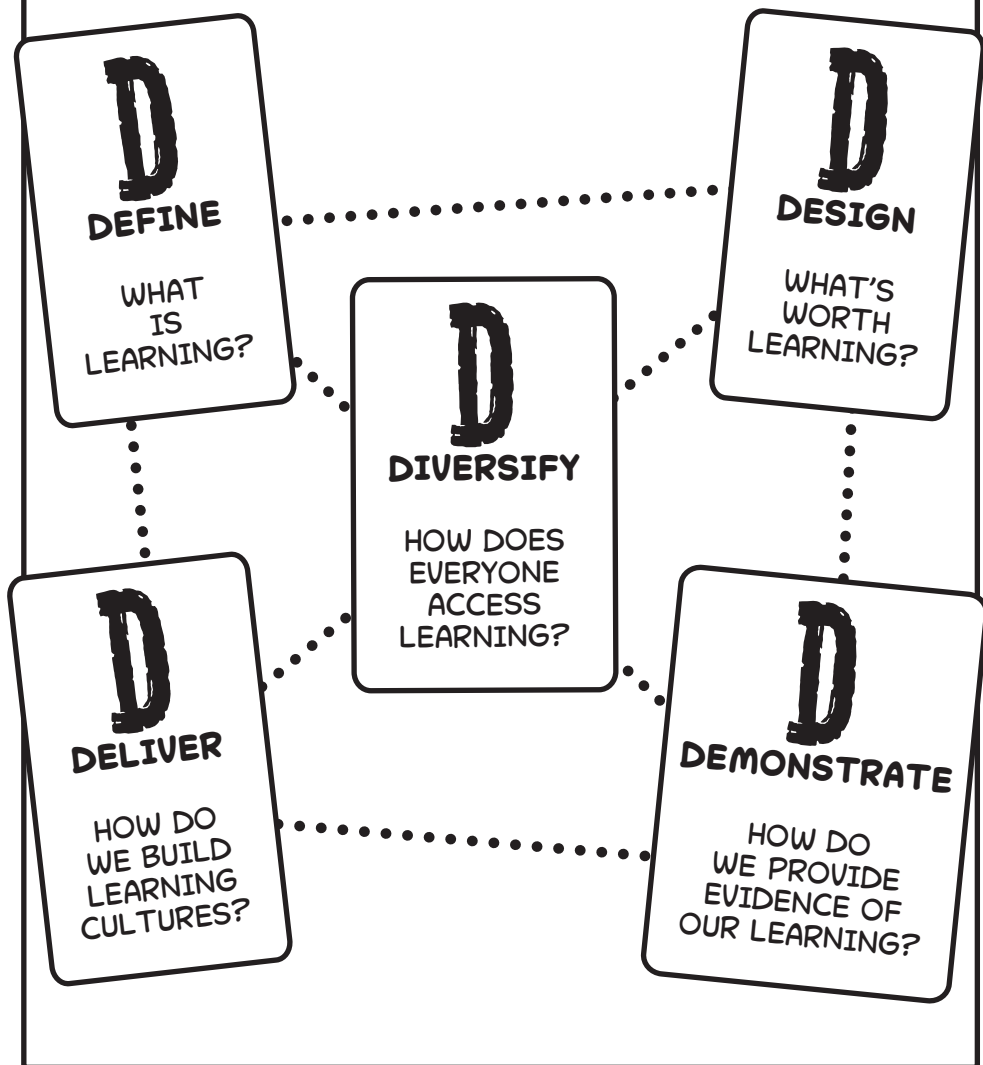
HERE'S A BOX FOR YOUR OUT-OF-THE-BOX THINKING

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

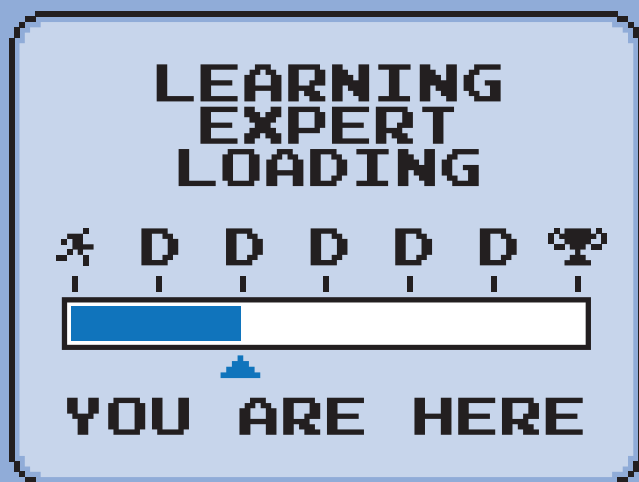
OUR  
TEACHING  
PROCESS

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?



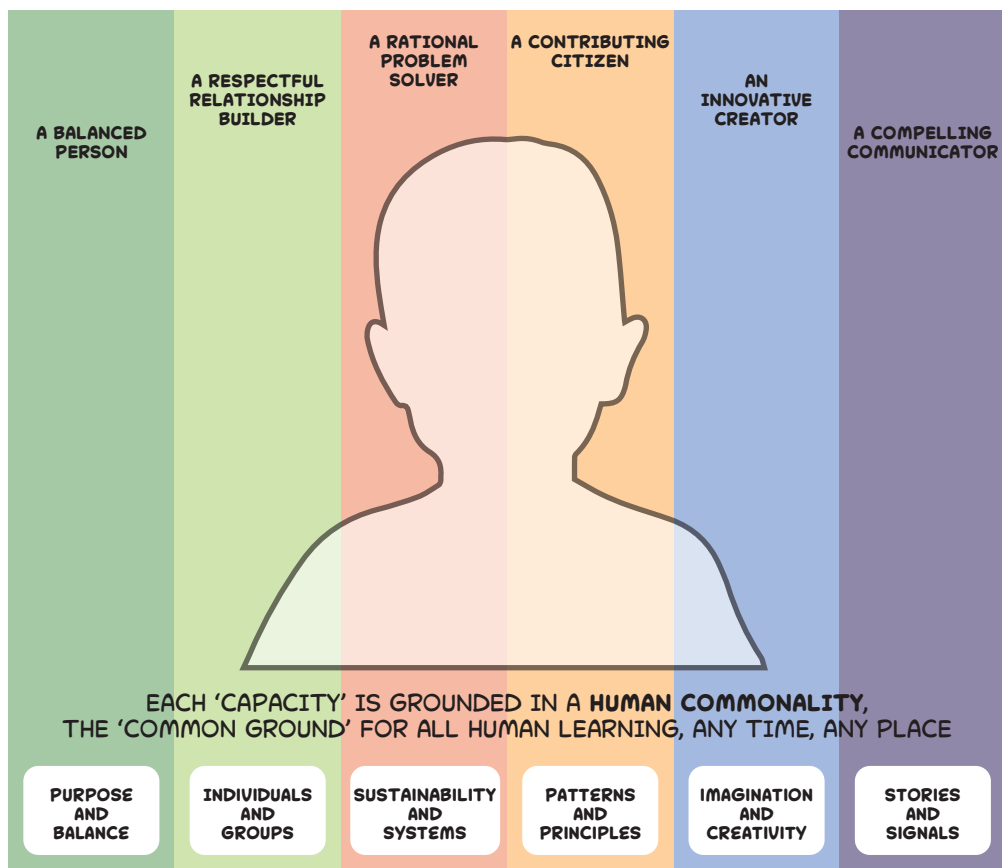
# DESIGNING LEARNING

**KEY QUESTION:**  
WHAT'S WORTH LEARNING?

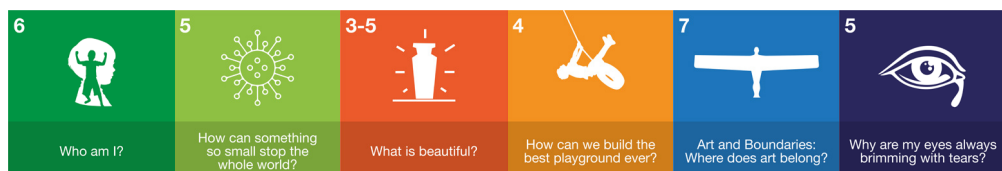
**IN THIS LEVEL**  
THE PORTRAIT OF A LEARNER  
THE HUMAN COMMONALITIES  
THE LEARNING MATRIX  
THE LEARNING MODULE

# 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



### 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

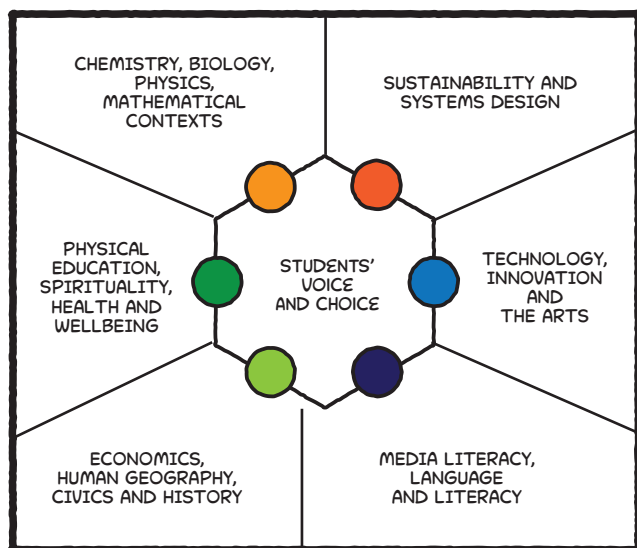


### INDIVIDUALS AND GROUPS

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

THESE ARE CLUSTERED WITH DEFINED DISCIPLINES TO FORM

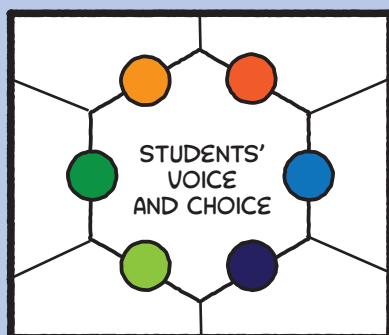
## THE CGC CONCEPTUAL MAP





# 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.

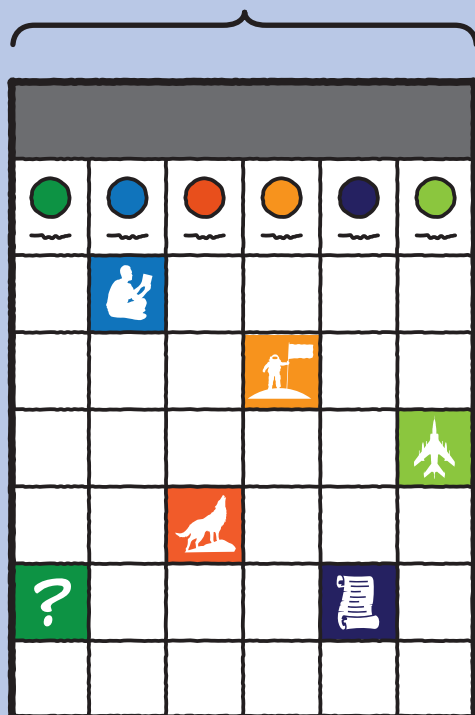
WHAT WOULD  
I FIGHT TO LEARN?

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?



## 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

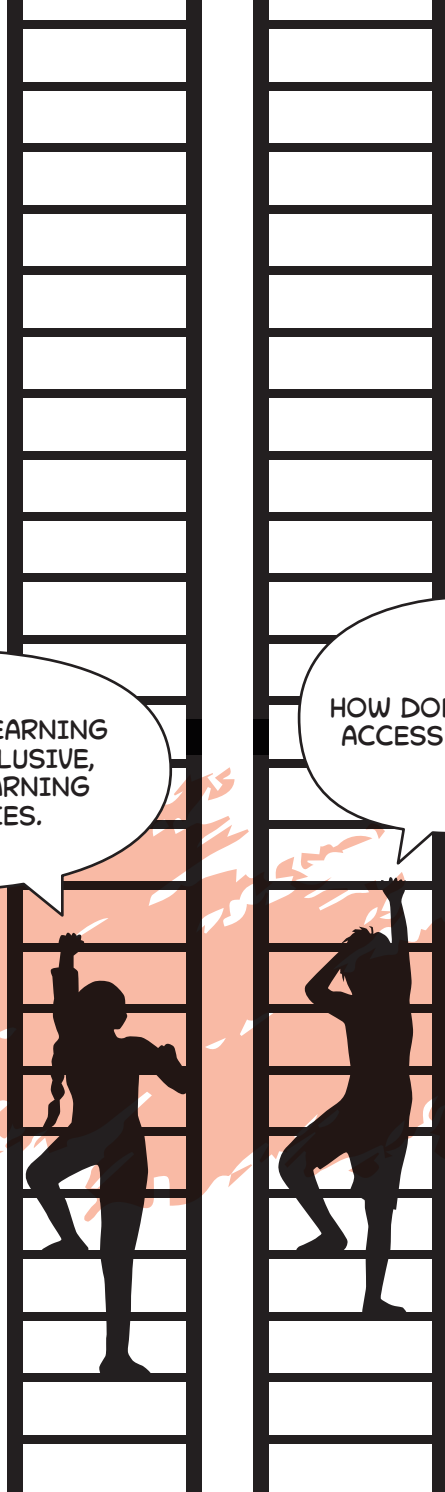
**KEY QUESTION:**  
HOW DOES *EVERYONE* ACCESS LEARNING?

**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

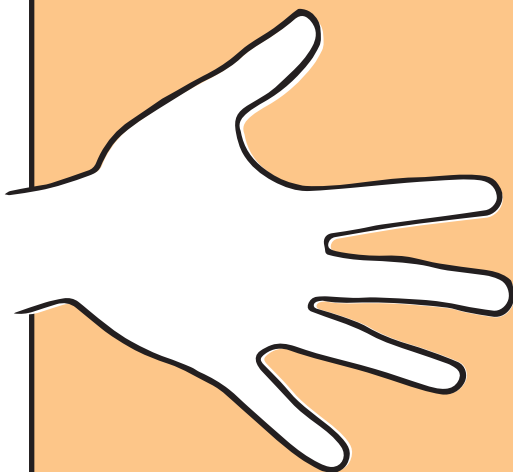
WE ALL LEARN DIFFERENTLY. EVERYONE CAN LEARN HOW TO LEARN AND HAS THE RIGHT AND RESPONSIBILITY TO OWN THEIR OWN LEARNING. WE MEET LEARNERS WHERE THEY ARE AND HELP THEM WRITE THEIR OWN STORY.

## 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 1: SETTING AND ACHIEVING LEARNING GOALS

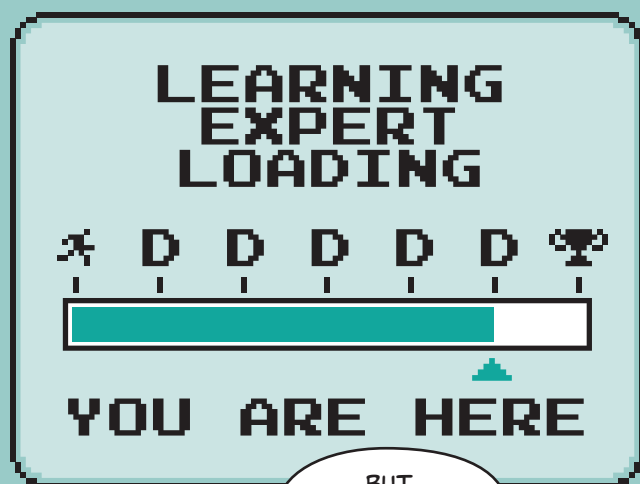
AS  
LEARNERS  
**WE ARE ABLE TO SET**  
APPROPRIATE  
GOALS AND IMPLEMENT  
PLANS TO ACHIEVE AND  
DOCUMENT THEM  
- AND -  
EXERCISE OUR **VOICE AND CHOICE** IN THE LEARNING  
PROCESS - INCLUDING  
DESIGNING OUR OWN  
LEARNING.

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...



# 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.

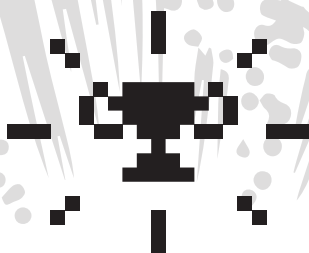
IN CGC, WE ADVOCATE FOR FREQUENT, CONSISTENT, S.T.A.R FEEDBACK



**S T A R**

SPECIFIC • TIMELY • ACTIONABLE • RESPECTFUL





# 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,

**THE CGC TEAM**



Get your own CGC Playbook



Discover the CGC

[commongroundcollaborative.org](http://commongroundcollaborative.org)

