

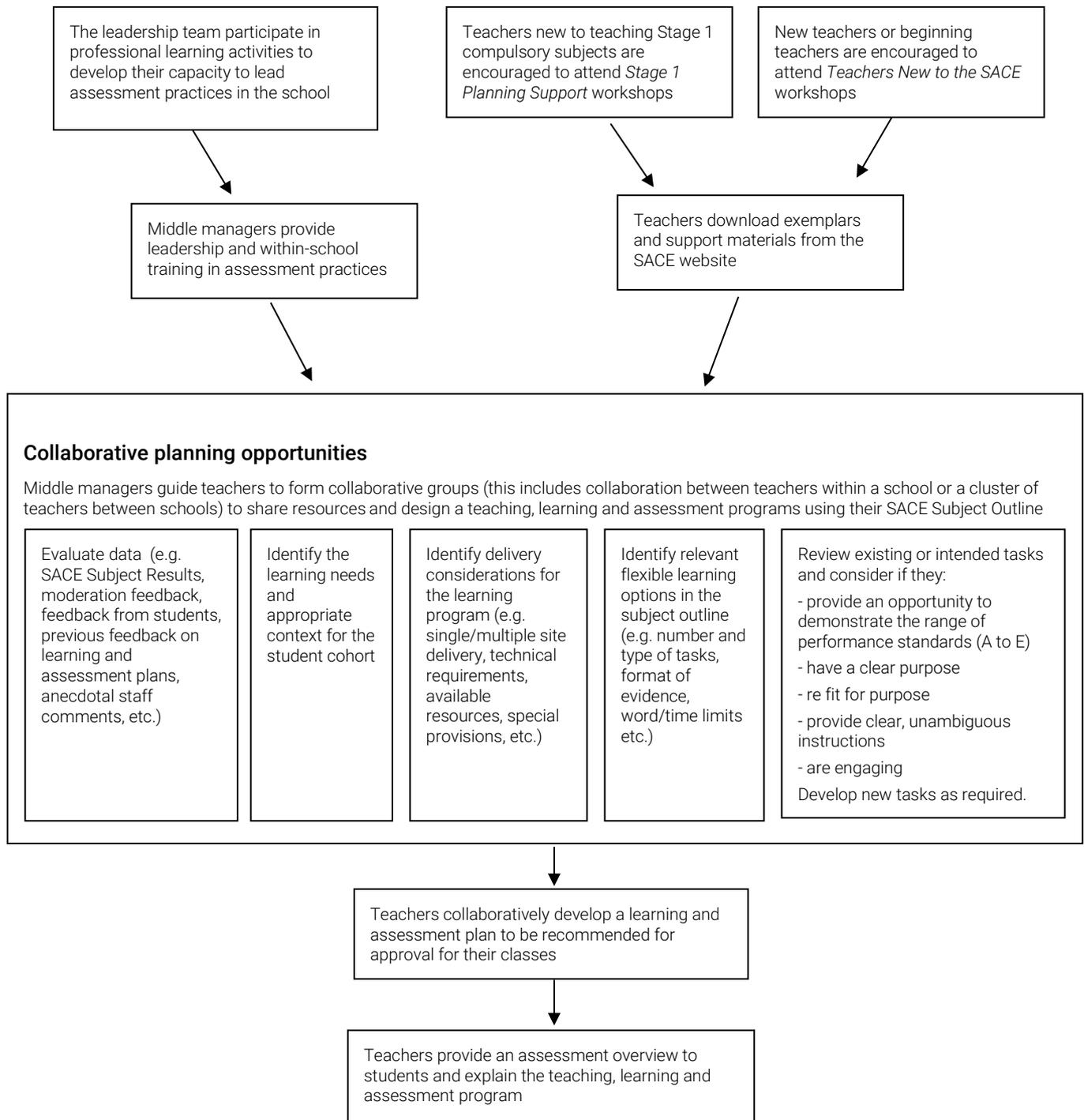
Purpose

This document provides some examples of quality assurance approaches and activities that illustrate good practice in a range of circumstances.

The approaches and activities are provided as a resource to support schools to establish effective within-school quality assurance processes for the Stage 1 and 2 subjects.

Planning

One possible approach



Planning Activities – Teachers

Attend SACE Board workshops for new teachers to develop an understanding of the requirements, performance standards, and assessment design criteria of the subject outlines.

Attend SACE Board *Stage 1 Planning Support* workshops to develop an understanding of:

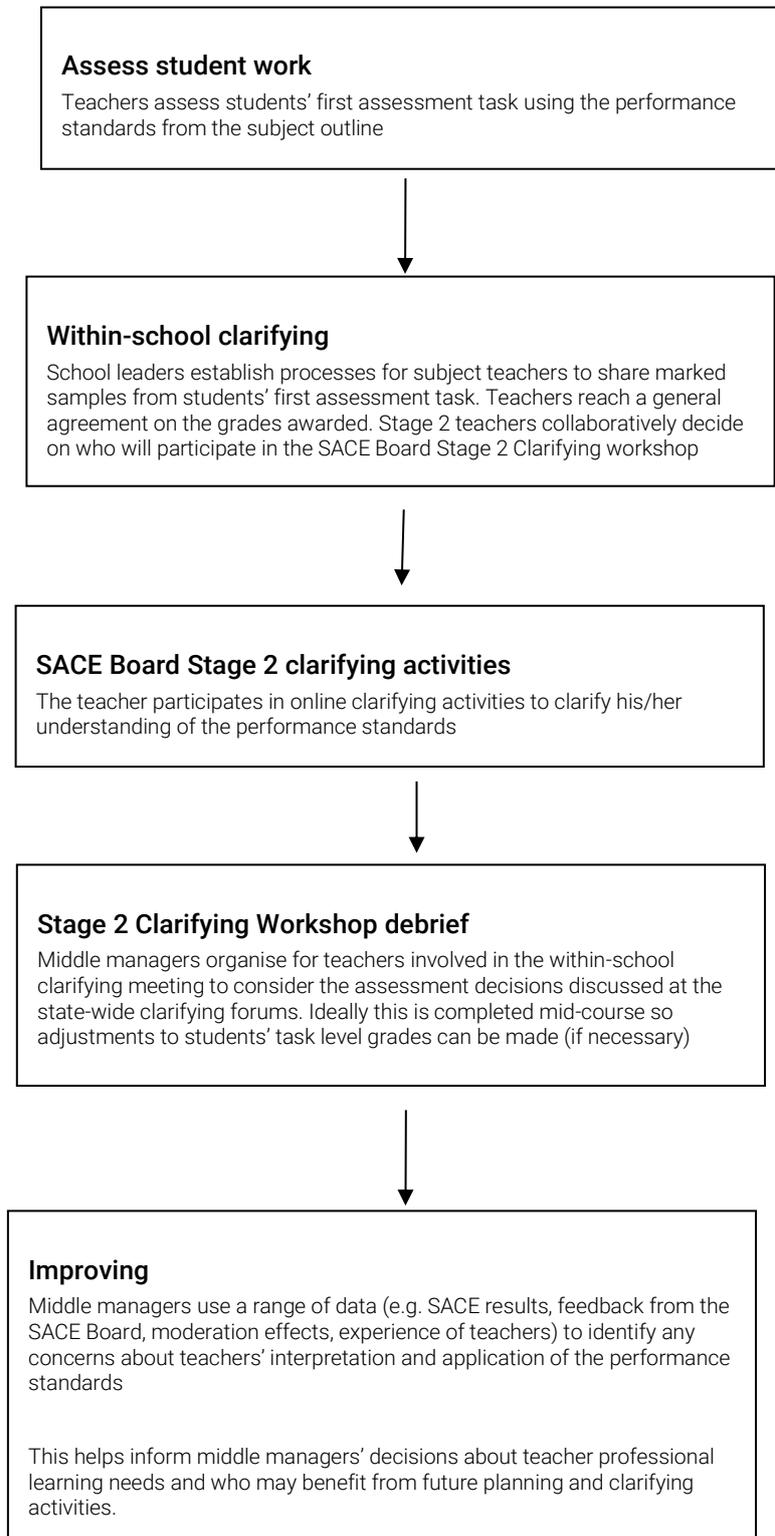
- the requirements of the Stage 1 literacy, numeracy subjects and the Stage 1 Personal Learning Plan
- learning and assessment planning
- assessment task design.
- Access pre-approved learning and assessment plans and assessment tasks on the SACE website.
- Share teaching and learning resources and assessment tasks with teachers within and outside the school.
- Review existing or intended tasks and analyse the opportunities provided in the tasks for students to provide evidence of their learning at the levels described in the performance standards (including the highest level).
- Work collaboratively with teachers within the school or a cluster of schools to design a program of teaching, learning, and assessment in schools that meets the needs of the student cohort.
- Analyse subject results data.
- Co-construct learning and assessment plans with students.
- Provide students with the assessment overview and explain the subject outline learning requirements and assessment design criteria specific features they will need to demonstrate in their evidence of learning.

Planning Activities – School Leaders

- Attend SACE Management Conferences.
- Provide opportunities for teachers to share learning and assessment plans, teaching strategies and assessment tasks.
- Encourage middle managers (i.e. SACE coordinators, curriculum leaders, heads of departments) in their school to participate in professional learning activities (e.g. sector professional development, professional association conferences, professional reading, etc.) to develop their capacity to lead assessment practices in the school.
- Provide opportunities for middle managers to lead assessment capacity building activities in staff/faculty meetings.
- Make assessment an on-going professional learning focus in the school.
- Analyse feedback from previously submitted learning and assessment plans to identify areas for improvement and address these as part of faculty/ staff development.
- Analyse data (SACE achievement data, student engagement data, teacher reflections) to evaluate the capacity of assessment programs to meet the needs of students.
- Encourage teachers and middle managers to use SACE Improvement support materials available on the SACE website (Quality Assessment professional learning workshop materials, assessment task review tools, assessment program audit tools).
- Seek advice/ assistance from SACE Officers in guiding teachers' understanding and development of learning and assessment plans.

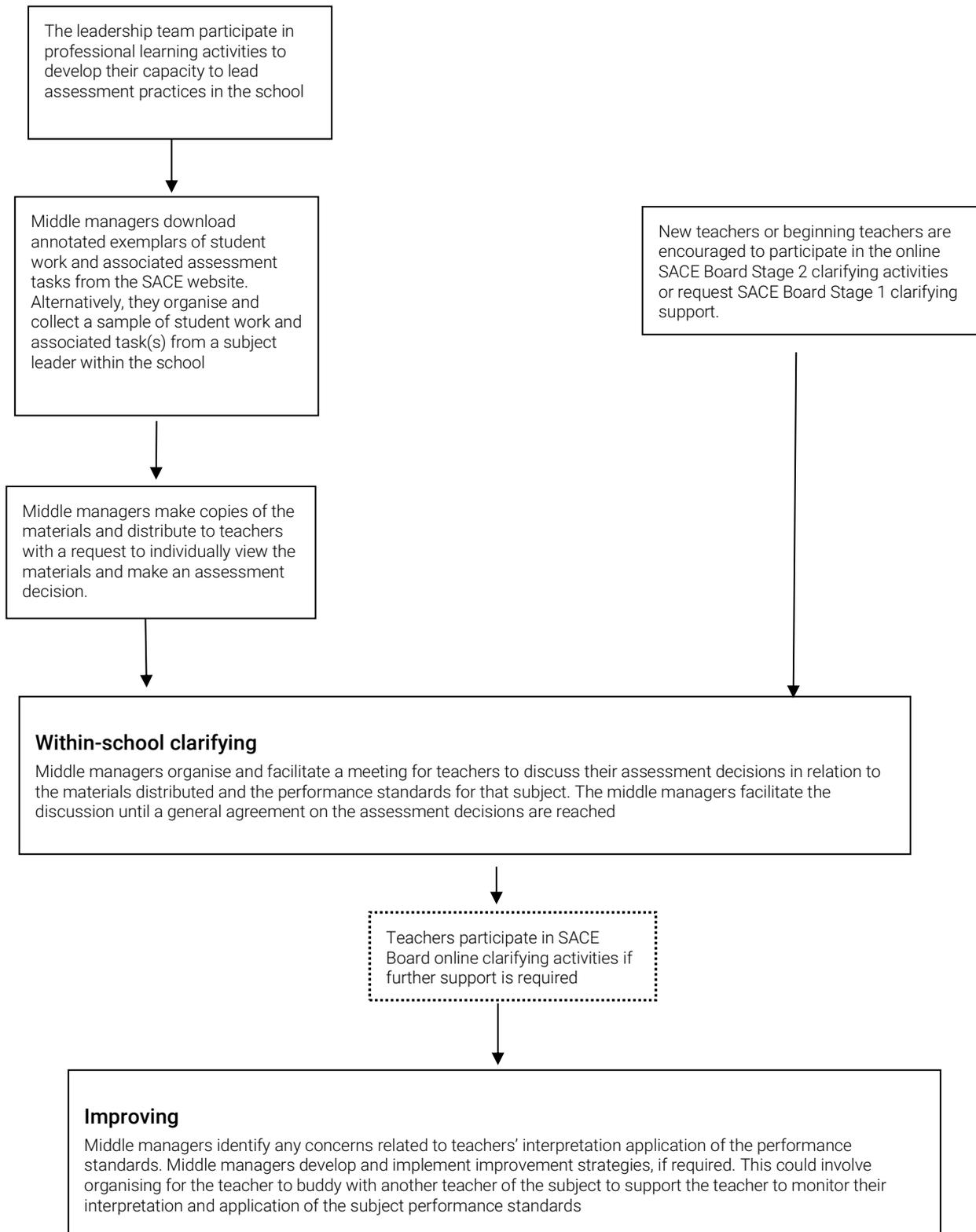
Clarifying

One possible approach



Clarifying

Another possible approach



Clarifying activities – Teachers

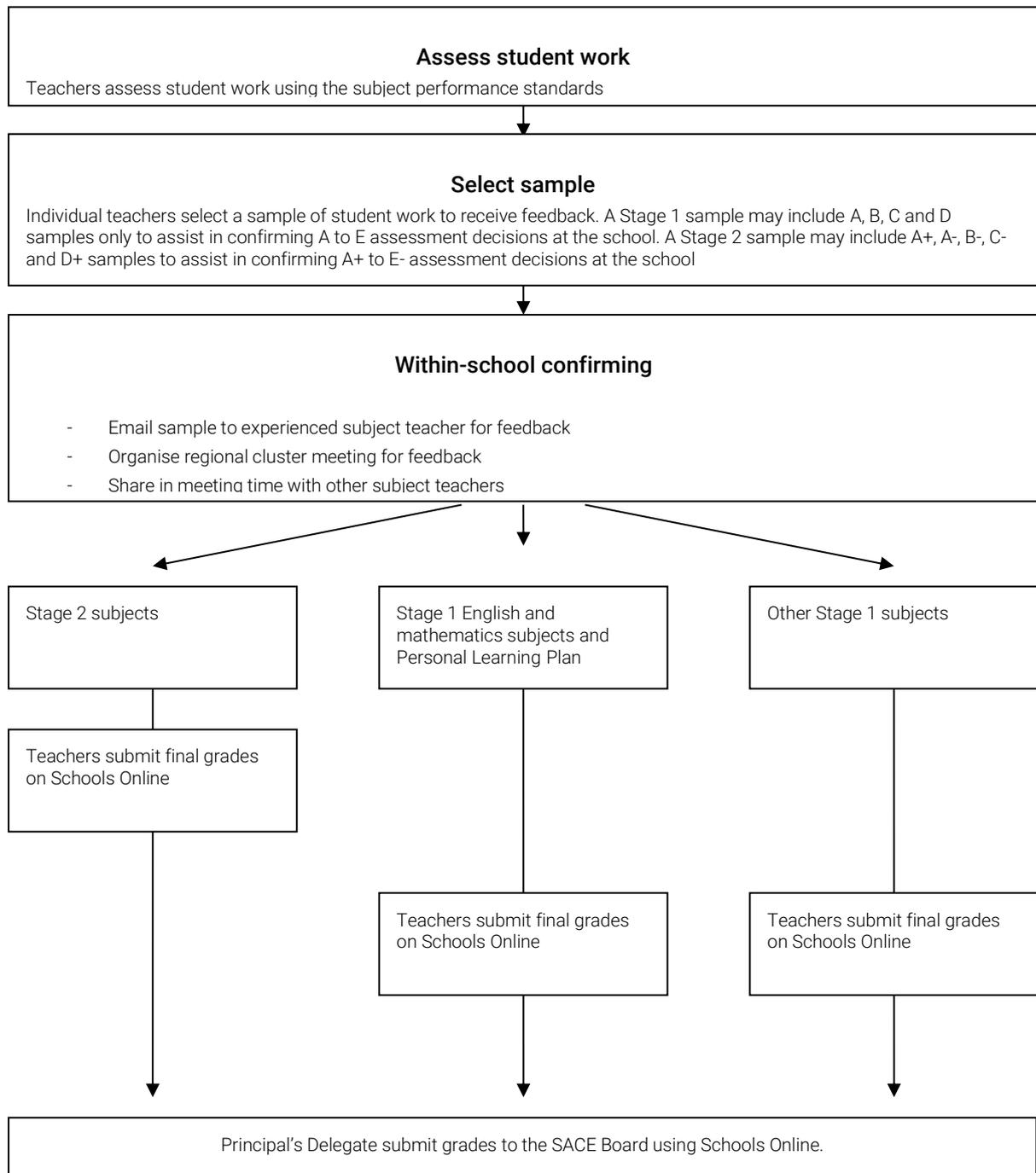
- Download exemplar materials from the SACE Board website, make copies and engage the students in a collaborative activity that involves matching evidence in the exemplar to the words in the performance standards for that subject.
- Give students feedback on their learning in relation to the performance standards.
- Help students to use assessment feedback to improve their learning.
- Participate in the collaborative development of assessment tasks.
- Download exemplar materials from the SACE website or collect student materials from the class. View the materials and practice determining grades using the performance standards (individually or collaboratively).
- Complete the Stage 1 online clarifying activities (available the Stage 1 English, mathematics subjects and the Personal Learning Plan subject pages of the SACE website).
- Participate directly in SACE Board Stage 2 Online clarifying activities. (Your SACE Coordinator will organise an account for you to access the online learning tool 'PLATO').
- Request SACE Board Stage 1 clarifying support (Stage 1 English, mathematics subjects and the Personal Learning Plan).
- Collect student materials from the class, collect exemplar materials from the SACE website and rank order the student materials in relation to the SACE Board exemplar materials.

Clarifying Activities – School Leaders

- Develop school policies that document student's and teacher's responsibilities.
- Regularly schedule time (i.e. at staff meetings/learning area meetings/subject meetings) for teachers to clarify assessment decisions for tasks or sets of evidence so it becomes part of the school culture to have clarifying conversations. This also allows teachers to look at work outside of the year level/area they teach.
- Provide opportunities for teachers to meet for extended or cross-faculty clarifying meetings.
- Develop protocols or professional conversation norms for teachers, to keep conversations about student work and evidence of performance standards focused and manageable.
- Senior teachers /coordinators/middle managers use part of their release time to mentor colleagues in clarifying and encourage teachers to develop skills that will enable them to lead clarifying activities in the school.
- Encourage teachers to examine and discuss exemplars from the SACE Board website as part of regional/sector activities.
- Encourage teachers to register for, and undertake the Stage 2 online clarifying activities.
- Encourage isolated teachers to network with teachers in other schools.
- Share assessments and marking to ensure comparability of standards in the school.
- Work collaboratively to form clarifying clusters of small, regional, or sector schools.
- Request SACE Board Stage 1 clarifying support (Stage 1 English, mathematics subjects and the Personal Learning Plan).
- Seek advice from the sector and the SACE Board in developing processes to clarify standards.

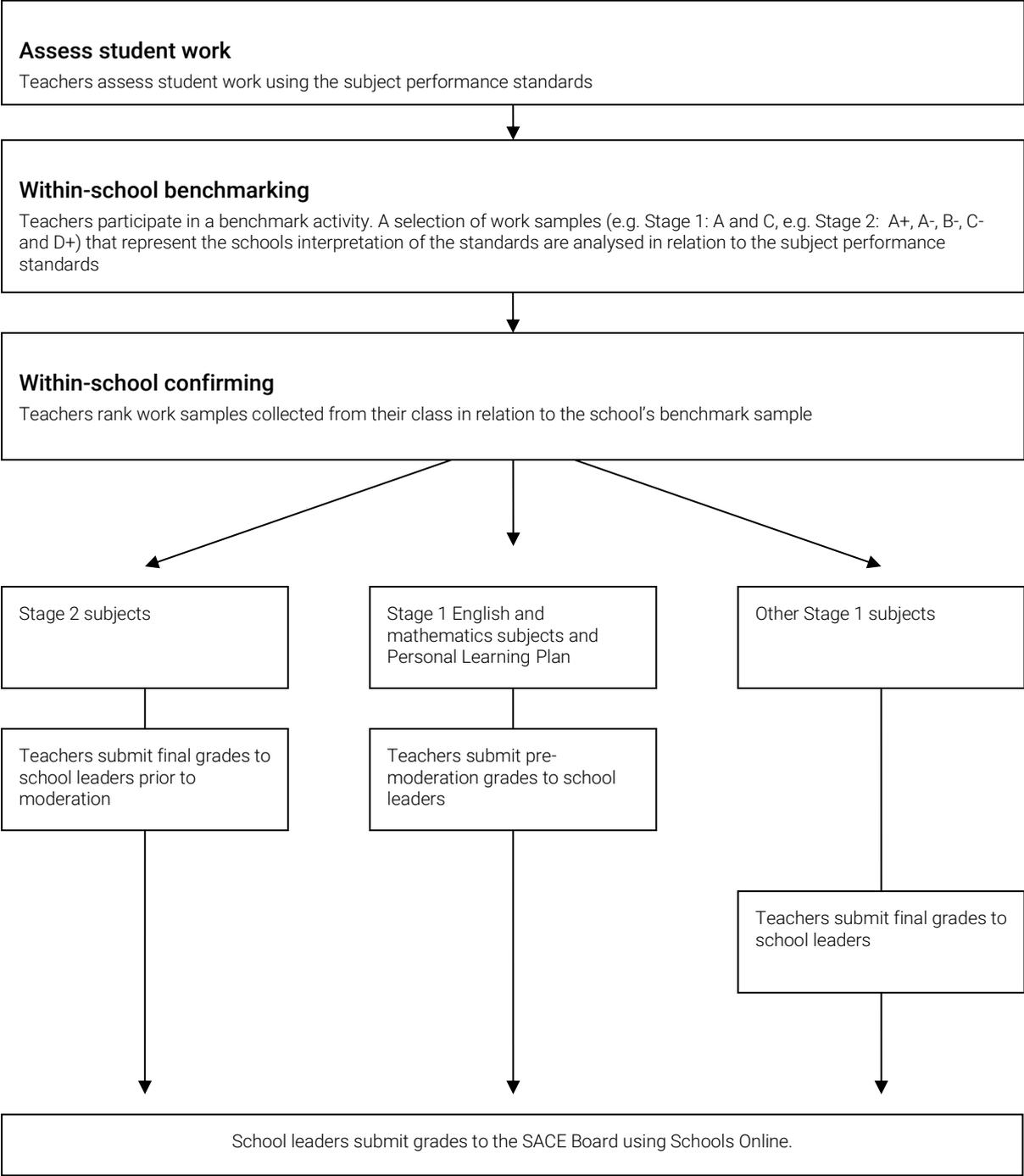
Confirming

One possible approach



Confirming

Another possible approach



Confirming Activities – Teachers

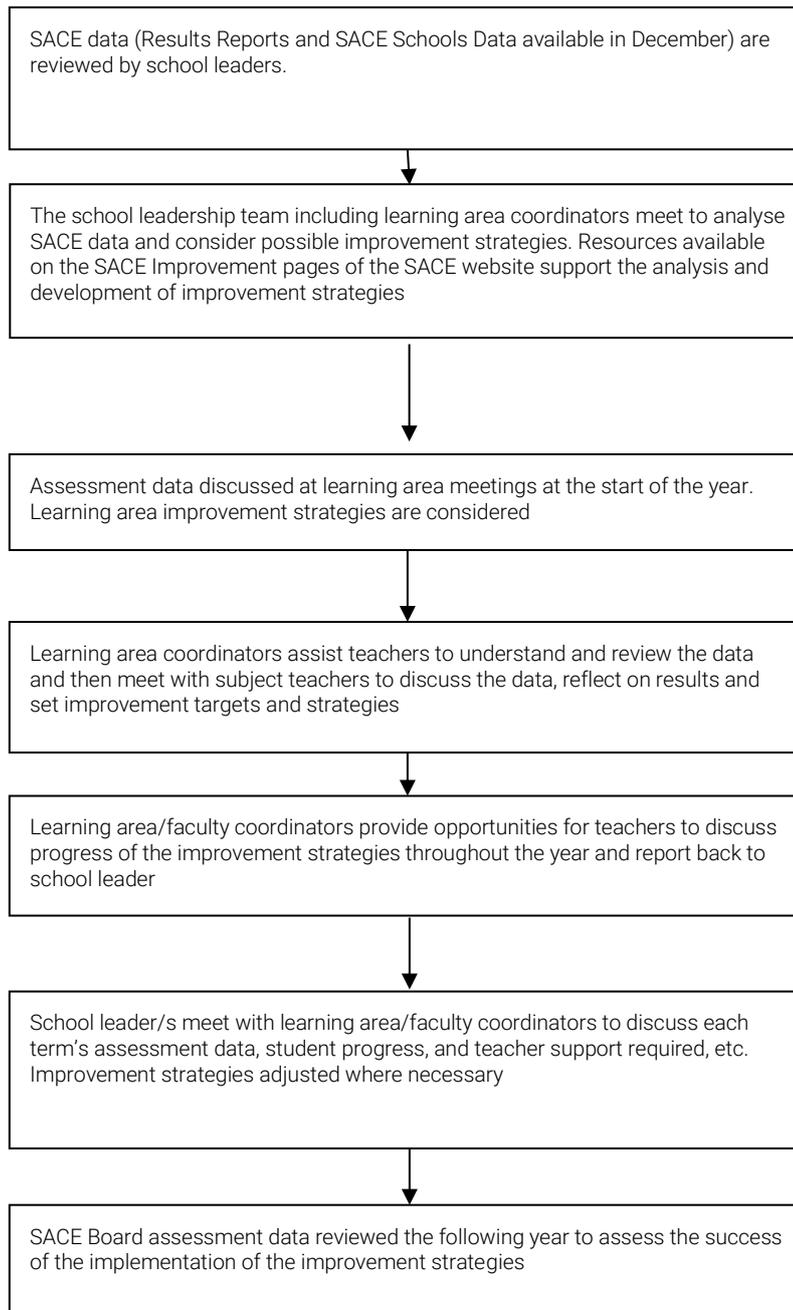
- Organise and participate in a cross-marking activity with a colleague.
- Participate in confirmation activity within their school. Each teacher brings a sample of student work representing the range of achievement in his or her class, including work at the borderline of grades. Teachers engage in conversation about the evidence they can find to support or not support each other's assessment decisions. It is important that teachers provide constructive feedback to their peers.
- If requested, participate in the Stage 1 moderation process.
- Seek a second opinion for any assessment decisions that are on the borderline between two grades e.g. between C- and D+ grade levels.
- Apply to become a Stage 2 moderator.

Confirming Activities – School Leaders

- Appoint a coordinator or chairperson to be responsible for overseeing confirmation processes in the school.
- Become familiar with moderation principles and protocols and ensure that they are applied to confirmation processes in the school.
- Confirmation processes could:
 - include experienced teachers working with inexperienced teachers
 - include teachers across faculties
 - be undertaken electronically
 - involve taking samples of student work to a central location in the school for feedback
 - involve teachers providing other teachers with written or electronic feedback about the application of the standards.
- Support teachers to engage in constructive, professional dialogue about student work.
- Enlist a teacher or teachers independent of the school to participate in confirmation processes in the school either electronically or in regional meetings.
- Organise a time for Stage 2 teachers to meet and discuss grade levels where an assessment group consists of students in multiple classes with different teachers.
- Formalise a feedback process to monitor confirmation processes in the school.
- Encourage and support teachers to become SACE moderators.

Improving

One possible approach



Improving Activities – Teachers

- Collaboratively review data, and plan improvement strategies for subsequent teaching, learning and assessment programs.
- Review assessment tasks.
- Compare and discuss the success of the learning and assessment programs with other teachers in the region or sector.

Improving Activities – School Leaders

- Use data, feedback and the SACE Self-review Tool to:
 - determine which subjects within-school quality assurance processes require review
 - consider resources and set targets for strategic improvements
 - evaluate the effectiveness of the improvement strategies.
- Use SACE Improvement resources available on the SACE website.
- Develop programs of professional learning in the delivery and assessment of curriculum.
- Develop student monitoring program.
- Develop a culture of inquiry at in the school.
- Develop a culture of transparency and shared responsibility for students' achievement.
- Analyse the school's quality assurance processes.
- Document and share within-school quality assurance processes with the school community.