

**Jury Report: EAL/D 30 August 2007**

<b>Issues</b>	<b>Recommendation</b>	<b>Possible Actions</b>
1. <i>Expectations of 1A is that students can already comprehend English.</i>	1.1 Content of course gets changed to reflect the levels 1-4. 1.2 This issue should be referred to the Inclusivity Reference Group.	1.1 <b>The content of Units 1A and B will be reviewed in relation to levels 1 -4.</b> 1.2. <b>The reviewed courses for Units 1A and B will be referred to the Curriculum Council Access Group.</b>
2. <i>Structure of content.</i>	2.1 Specification of what students need to demonstrate within the current unit content eg. Text types for example feature articles, reports, etc. (as opposed to “will be exposed to...”)	2.1 <b>The course will be modified to include examples of commonly assessed genres as a guide for less experienced teachers. The genres which each student will study and be required to produce in each Unit will be bolded in the Unit outline. Teachers can choose a variety of genres for language input.</b>
3. <i>Consistency of terminology.</i>	3.1 Widespread consultations with teachers before changes are made. Eg. Course standards / outcome progressions.	3.1 <b>The terminology will be clarified. Consultation will take place.</b>
4. <i>Conduct and access &amp; content of PD.</i>	4.1 Better communication about PD available & methods.  4.2 Better access for country teachers.	4.1 <b>More attention will be paid to timely advice of Curriculum Council seminars (assessment, grading, consensus). Systems and sectors are responsible for the PD support of teachers during implementation.</b>  4.2 <b>Seminars are being taped to provide these teachers with the experience of being in a group session if they are unable to attend. Video conferencing is also available. Course PD was provided to the Pilbara, East Kimberley and the Lands’ Schools in 2007. Training will be offered to District Officers so that there is more support for teachers in their region.</b>

	<p>4.3 Mapping levels to grades (including PD about grades).</p> <p>4.4 Comparability of complexity, &amp; sharing of tasks.</p> <p>4.5 Appointment of a support person.</p>	<p><b>4.3 This was begun in the compulsory Grading Advice Seminars held in June. The table sent to all schools at this time will be expanded upon, giving further detail of the key skills to be expected in each grade of each stage. Further grades PD will be offered in 2008.</b></p> <p><b>4.4 Consensus meetings and moderation are organized to achieve this. The Comparability Moderation Groups for Year 11 EALD 2007 aim to facilitate the establishment of comparability between schools, groups of schools and across the state. A second and equally important aim is to encourage the development of a shared base of resources and assessment tasks. These groups are seen as ongoing.</b></p> <p><b>4.5 The CC currently has two support officers. DET teachers have access to TDCCs and DET and AISWA have representatives who are responsible for this.</b></p>
<p>5. <i>Consultation.</i></p>	<p>5.1 Should be well planned, measured, widespread &amp; exhaustive. Eg. Facilitated discussion/working groups by teachers, Facilitated discussion/working groups by teachers.</p> <p>5.2 GRDs need to be seen by teachers before implementation.</p>	<p><b>5.1 Grade descriptors were sent out to the ARM panel, WATESOL and AUSLAN representatives for consultation after having been derived from Pair Wise marking (20 teachers for each of three stages) and constructed by three working parties. Exam design briefs have been on the web for consultation and each teacher was sent a letter requesting feedback on these. Future documents will be posted on the web for consultation. Opportunities for teacher comment and feedback will continue to be offered in teacher meetings as implementation continues.</b></p> <p><b>5.2 See 5.1. Grade descriptors will be posted on the web.</b></p>

	5.3 Ensure information from CC is Accurate. Eg. That the stage 2 GRD's had been written, when only writing had been.	<b>5.3 The CC is reviewing its communications strategy.</b>
6. <i>Formatting.</i>	6.1 Reformatted for desktop readability & made user friendly.	<b>6.1 The grades will be formatted as requested, as a support document.</b>
7. <i>Units 3A &amp; 3B.</i>	7.1 Bring 3A & 3B in to line with current year 12 ESL course. 7.2 When time & technology permit, we would appreciate the flexibility to be allowed to pair 2B & 3A.	<b>7.1 Units 3A and 3B will be mapped against Year 12 ESL and if necessary the Unit content will be adjusted.</b> <b>7.2 Council policy does not permit this.</b>
8. <i>Exams.</i>	8.1 Not enough emphasis on accuracy of expressions and conventions of writing.  8.2 Prioritise inclusion of Speaking component in exam to overcome the heavy emphasis on Reading. For 2008 the weighting of Reading needs to be reduced.	<b>8.1 The marking panel will be trained to pay particular attention to these elements when according marks for the extended writing section of the paper (currently worth 30/100marks). The exam marking keys will reflect this.</b>  <b>8.2 Investigations are under way and the exam working party is being reconvened at the end of October to redesign the exam brief with Speaking included. Preliminary research into methods for examining speaking has been conducted and various international models are being considered as a guide. It is not possible to include Speaking for 2008 but it is intended to include it for 2009. Weightings will be adjusted once Speaking has been included.</b>
9. <i>Glossary.</i>	9.1 Ensure inclusion of glossary.	<b>9.1 The glossary will be included in the Course and will also be posted on the web for greater access.</b>