



**Teacher Jury Report 2
Mathematics and Mathematics Specialist Jury Outcomes
on course readiness for Accreditation.**

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Executive Summary

On 30 July 2007 the Round B teacher juries were convened to determine the Mathematics and Mathematics – Specialist course readiness for accreditation. For the Mathematics courses (MAT/MAS), the opportunity was for teachers to provide input into their speciality areas to determine if the syllabus/course was ready for accreditation. There is a high level of confidence that all jurors acted with integrity and professionalism throughout the jury process.

A total of 19 Western Australian Mathematics teachers considered formal documentation, written submissions and input from Mathematics and Mathematics Specialist curriculum writers to determine if their course was ready to be accredited.

Both course juries identified a range of changes to the courses which were needed for the courses to be ready for accreditation. These recommendations are being considered by the Curriculum Council.

Recommendations from the jury included further improvements to the jury process, with the Mathematics jurors stating that November teacher jury should be convened for a full day, and that each unit pairing should be considered independently so that a more detailed response and set of recommendations could eventuate.

The Curriculum Council has developed a plan for validation of jury decisions and recommendations. For the Mathematics and Mathematics Specialist courses, the first round validation of the jury's decision and recommendations will be undertaken by a reference group comprising of stakeholders.

The role of the reference group will be to determine if the recommendations of the jury have been fully completed by the Curriculum Council to the standard required by the jury. Once the validation has been completed the Independent Consultant will undertake a confirmatory review and report on the validation process and outcomes.

The Round B jury process has provided teachers with an opportunity to further enhance the development of Senior Secondary School courses.

Acknowledgements

Thank you to jurors, submission writers, facilitators, secondary teaching community, Curriculum Council and media for being prepared to embrace the Round B Teacher Jury process. In particular:

- Jurors for the professional manner in which they approached their important charge – to determine the readiness of the Mathematics and Mathematics Specialist Courses for accreditation.
- Media for enabling the process to be completed away from the media spotlight, including respecting the confidentiality of the Jurors and enabling them to focus on their important task at hand.
- Submission authors for their considered guidance, including being prepared to address the Jury if required.
- Mr Mal Wauchope, Director General of the Department of the Premier and Cabinet for continued support in permitting Dr Gillgren to continue to work with the Curriculum Council in the role of 'independent consultant' to design, oversee and deliver the teacher jury program of engagement.
- Kim Brooklyn as policy officer advising and assisting Dr Gillgren on the jury process.
- Independent facilitators and assistants Dr Helen Grzyb, Joel Levin, Christine Moro and Leighton Jay for the application of their skills, experience and professionalism. Jillian Mercer for assistance with the evaluation process.
- Mr Dave Wood Chief Executive Officer, and staff of the Curriculum Council for their ongoing support of the process, provision of necessary resources and for the opportunity to work with a number of very dedicated Curriculum Council staff. Special thanks to our key contacts at the Curriculum Council Gail Wright and Bernard Clayton, and within the Department of the Premier and Cabinet Ms Kyelee Ferrari, and Ms Mary Akavi,

Please note: This report needs to be read in conjunction with Teacher Jury Report 1: On readiness of new senior secondary courses due for implementation in 2008. Copies of this report can be downloaded from: http://newwace.curriculum.wa.edu.au/pages/teacher_juries.asp

Round B Teacher Juries: Background

Background

Following an announcement by the Hon. Mark McGowan, Minister for Education and Training on 22 January 2007, a process commenced to establish 38 teacher juries, the purpose being to provide independent advice and course recommendations to the Curriculum Council and the Minister.

Dr Christina Gillgren, Department of the Premier and Cabinet was appointed as the independent consultant to design and oversee this program of consultation through the jury process, and to also ensure the integrity of the process. The jury process involved three steps - initial engagement (information provision), the jury, and validation. The last step of the process, validation of the jury outcome, will be conducted by the Curriculum Council according to a planned timetable.

Over seven evenings between 23 April and 2 May 2007, 344 Western Australian secondary teachers in 38 juries considered the course documentation and formal written submissions in order to determine their Course readiness for implementation in 2008. As well as a decision about the Course readiness, the jury process was designed to elicit constructive feedback to assist the Curriculum Council to improve and/or amend the Course for implementation (following appropriate validation) in 2008 or 2009 where necessary.

The final report for Round A juries was presented to the Minister for Education and Training and the Curriculum Council on 23 May 2007. At this time a decision was made to convene teacher juries to consider course readiness for accreditation (for the new Mathematics and Mathematics Specialist courses) and to review the 8 new courses already being implemented in schools.

On 30 July 2007 the Round B teacher juries were convened to determine the Mathematics and Mathematics – Specialist course readiness for accreditation. A total of 19 Western Australian Mathematics teachers considered formal documentation, written submissions and input from Mathematics and Mathematics Specialist curriculum writers to determine if their course was ready to be accredited. As with Round A juries, a major role of the Mathematics and Mathematics-Specialist juries was to provide the Minister or Education and Training and the Curriculum Council with recommendations to improve the standard of the new Mathematics courses. The information provided by juries will be used by the Curriculum Council to further develop the courses prior to a second set of juries being convened to determine course readiness for implementation in 2009.

Register of commitments

As was the case with the 38 Round A teacher juries, the Minister of Education and Training and the Curriculum Council have made the commitment to respect all Round B Jury recommendations.

Jury Process: Lessons learnt from Round A Juries.

The jury process for Teacher Jury Rounds B-C has undergone minor amendments as part of the ongoing quality assurance practices that are integral to any consultation process. The amendments made to the Round B-C jury process includes the provision of clearer, more-detailed information about jury processes and jury questions to jurors prior to the jury being convened. Information regarding submissions to juries was also clearer in order that jurors were fully cognisant of

the uses of information provided by submission authors and also the availability of these authors to provide verbal responses to questions posed by jurors. Juries had an independent facilitator and scribe present at all sessions. Given the complexity of the jury decisions, juries had one extra hour to make their deliberations (i.e. 4pm – 8:30pm). Finally, information about next steps including validation is intended to be provided as soon as possible after the jury decision/outcome.

Independence, Professionalism, and Integrity.

Please refer to Teacher Jury Report 1: on readiness of new senior secondary courses due for implementation in 2008, for a full explanation of the independence, professionalism and integrity processes applied across all Teacher Jury Rounds.

Selection of Facilitators and Scribes

As with Round A juries, the jury facilitators were selected through a tender process consistent with the requirements of the State Supply Commission and the Department of Treasury and Finance. For Round B-C Teacher Juries scribes were introduced for all juries to assist facilitators in the documentation of jury decisions and recommendations for sign off at end of the evening of the jury.

Round B Teacher Juries: Call for Submissions

A public call was made for submissions for the Group B courses, via advertisements in 'The Western Australian' (27 and 29 June 2007) and the 'Sunday Times' newspapers (1 July 2007). The call was also advertised through invitations on the Curriculum Council/WACE website.

Teachers, schools, professional organisations, and tertiary organisation representatives contributed 25 (10 for Mathematics Specialist/MAS and 15 for Mathematics/MAT) submissions overall.

Consistent with international best practice in community engagement and the need for transparency, the names of the submission writers were made public on the Curriculum Council website once the juries had been convened.

After the jury had been convened, the submissions were also placed on the Curriculum Council website listed in alphabetical order to ensure there was no individual association with author names.

Late Submissions

One late submission (i.e. 12 hours late) was received, which was forwarded to jurors.

Logistics and Support

Funding of jury participation

Please refer to Teacher Jury Report 1: on readiness of new senior secondary courses due for implementation in 2008, for an account of the general logistics supplied to Teacher juries.

Preparation and Pre-reading

A host of detailed materials were supplied to jurors for pre-reading prior to the MAT/MAS jury being convened.

- A more detailed description of the jury process than that provided in Round A. Although it needs to be noted that, while there was an intention to provide

the MAT jury with the detailed questions prior to the jury, administration errors prevented this occurring,

- copies of the submissions relevant to each course,
- a copy of the course to be considered for accreditation,
- a summary of course developments,
- an accreditation flow chart proving an explanation of the accreditation process,
- copies of consultation papers and consultation results, draft course materials, and administrative details

Jury Venue

The teacher juries were held at Penrhos College, on 30 July 2007. There were ten jurors in attendance for Mathematics and nine for the Mathematics-Specialist Course (one MAS juror was unable to attend the jury). An informal meal was provided for each jury, which respected individual dietary requirements. Additionally transport was arranged for teachers from rural and remote sites, who were staying at accommodation arranged by the Curriculum Council.

Jury Program

The program for the MAT and MAS jury followed a standard process, developed as part of the integrity group deliberations.

Table 1: Jury Agenda

4pm Registration	Afternoon tea supplied.
4:15 – 4:35pm	<ol style="list-style-type: none"> 1. Welcome 2. Purpose of the Jury (Accreditation) 3. Invitation to adjourn to 'Jury Room'
4:35 – 4:50pm	<ol style="list-style-type: none"> 1. Introductions 2. Ground Rules 3. Accreditation 4. Course Materials Packs 1 and 2.
4:50 – 6:00pm	<ol style="list-style-type: none"> 1. Identify points for clarification from submission authors and curriculum writers. 2. Submission authors and curriculum writers attend to answer questions as required by the jury.
6:00 - 6:20pm	Dinner break in room
6:20 – 7:00pm	<ol style="list-style-type: none"> 1. Deliberation and/or curriculum writers/submission writers if needed.
7:00 – 7:30pm	<ol style="list-style-type: none"> 1. Informal discussion 2. Developing recommendations and decisions.
7:30pm – 8:10pm	<ol style="list-style-type: none"> 1. Finalise decisions and recommendations
8:10 – 8:20	Tea break in room
8:25pm – 8:30pm	<ol style="list-style-type: none"> 1. Jury Report sign off 2. Evaluation form completion 3. Distribution of confidentiality letter 4. Thank you

Ground Rules

Consistent with international best practice in facilitation and conflict resolution, each jury operated within a ground rule environment, providing a strong framework for respect and an equal opportunity to contribute by jurors. The jury ground rules were:

- All participants have an equal right to put their views.
- We will provide others with time to share their views.
- While others may have views that we strongly disagree with, we respect each person's right to hold that view.
- We will not interrupt each other.
- We will ensure that all discussions and the identity of jurors and submission writers remains confidential to this jury room

The jurors were assisted with posters describing the jury role, which included the ground rules, accreditation flow chart, and the jury questions. Facilitators provided information to the jury about the role of submission authors (many of whom made themselves available, either in person or via teleconference, on the night to provide clarification to the jury if required), and the role of curriculum writers (who made themselves available on the night to provide additional information and context where required by the jury).

A feedback form was provided to jurors to assist in evaluating the effectiveness of the jury.

Submission Authors and Curriculum Writers

Submission authors were provided with the opportunity to attend on the night of the MAT/MAS jury either in person, or via the telephone. A total of nine authors attended, five made themselves' available via teleconference, and four attended Penrhos College in person. The MAT and MAS juries did not call on the submission authors as they felt that the submissions were clear and presented a case well.

Curriculum Writers and Managers were also in attendance on the jury night to provide advice on the capacity of the Curriculum Council to deliver on jury recommendations.

Questions for Juries

It was determined that the juries needed to provide an answer to a core question about each of the Mathematics Courses:

“For this course to be accredited are there any improvements to the course that need to be made?”

In considering this question, jurors would also consider:

- *Is the information in the course clear? (clarity)*
- *Is there sufficient information in the course? (sufficiency)*
- *Does the course content enable students to follow a clear and incremental pathway through the course? (sequencing)*
- *Is the course of an appropriate standard for current and future students and their post school destinations such as employment, TAFE or university? (appropriate)*
- *Are there any other improvements that need to be made?*

Where juries made recommendations, the following was suggested for facilitators to guide juries.

- Recommendations need to identify what is not clear (for example), where there is insufficient information, and which parts do not relate

to others in the course. Jurors were also asked to provide specific statements and supporting examples where possible.

- All recommended changes to the Mathematics course were provided in as much detail as was practically possible.

Jury Reports

The jury scribes were required to detail notes of the decision and recommendations from each teacher jury into a typed template format. Scribes and facilitators regularly checked the content of the draft report for accuracy with jury members. The final report was distributed jurors for confirmation on the night of the jury. Please refer to Appendices 1 and 2 of this report for a full record of each jury's outcomes.

Jurors signed off on each page of the typed report, and noted any suggested changes to format or grammar. Where there were any suggested changes to content, the jury was asked as a whole if they would endorse the proposed change. After any amendments were undertaken the final report was then printed off for full sign off.

Jury Decisions

All jury decisions and recommendations were confirmed on night, with specific advice provided by the Curriculum Council course managers on the feasibility of any timelines for changes as indicated by jurors.

As the report was signed off at the completion of the jury, jurors had provided confirmation that the report was a faithful account of decisions and recommendations.

Please refer to the jury reports for all decisions and recommendations made by the MAT and MAS juries.

Themes

Whilst the role of the jurors was to focus on the readiness of the course for accreditation based on the Course of Study document and all other available supporting material, the Mathematics and Mathematics-Specialist jurors highlighted a number of concerns that impeded decision making. The most significant issue was the amount of jury time available relative to the complexity of the courses. For example the MAT course comprises of five separate 'courses', and the MAS comprised of four 'courses'. The four hours of jury time was not seen as adequate to provide due care to all levels of course consideration in either MAT or MAS. Jurors stated that future juries for the Mathematics courses would be well served to be convened over a full day and that each until pair should be considered prior to the whole course as such.

Some jurors felt that it was a challenge to identify accreditation vs. implementation issues, with teachers finding it difficult to differentiate between the two processes at times.

Another issue that impeded the Mathematics jurors was that, due to an administrative error, they did not receive a full set of jury questions prior to the jury being convened. Jurors felt that had they received all of this information they would have been more prepared for the jury itself. The MAT jury also believed that even with the questions being supplied in advance, the four hour timeframe for the jury was still insufficient to do justice to their task.

Feedback

Feedback on the Jury process was gained formally through the evaluations completed by each Jury member at the close of the jury (refer to Appendices 3, 4 and 5) as well as informally through correspondence and unsolicited feedback.

Elements that worked well included:

- Engaging with other teachers to discuss the course
- Meeting new colleagues and learning from them
- All jurors having an opportunity to be heard

Elements that could be improved included:

- More time to consider the course, possibly a full day, so that the jury would be able to provide more detailed feedback and recommendations regarding course improvement
- Many jury members stated that due to the complexity of the Mathematics courses, a major improvement in the process would be to consider each set/pair of units that make up the course independently
- The full set of jury questions being provided to jurors in the information packages
- The time for juries as some jurors felt that the 8:30pm finish was too late, especially after teaching all day.

Validation of Engagement – Round B Courses

The Curriculum Council has developed a plan for validation of jury decisions and recommendations. For the Mathematics and Mathematics Specialist courses, the first round validation of the jury's decision and recommendations will be undertaken by a reference group comprising of stakeholders. The role of the reference group will be to determine if the recommendations of the jury have been fully completed by the Curriculum Council to the standard required by the jury. Once the validation has been completed the Independent Consultant will undertake a confirmatory review and report on the validation process and outcomes.

Conclusion

The jury process has provided teachers with an opportunity to further enhance the development of Senior Secondary School courses.

For the Mathematics courses (MAT/MAS), the opportunity was for teachers to provide input into their speciality areas to determine if the syllabus/course was ready for accreditation. There is a high level of confidence that all jurors acted with integrity and professionalism throughout the jury process.

The juries had have provided a number of recommendations for the Curriculum Council to consider. Recommendations from the jury extended to the jury process, with the Mathematics jurors stating that November teacher jury should be convened for a full day, and that each unit pairing should be considered independently so that a more detailed response and set of recommendations could eventuate.

Appendices

Appendix 1: Mathematics (MAT) Course Jury Report

Appendix 2: Mathematics Specialist (MAS) Jury Report

Appendix 3: Teacher Jury Round C Evaluation Questionnaire

Appendix 4: Evaluation Summary for the Mathematics (MAT) Jury

Appendix 5: Evaluation Summary for the Mathematics Specialist (MAS) Jury

Appendix 6: Summary of Qualitative Responses to both MAT and MAS Evaluation Questionnaires

Appendix 1: Mathematics Course Jury Outcomes

Jury Report: Mathematics MAT

SUBJECT: Mathematics (MAT)
No. of Jurors: 10

DATE: 30 July 2007
FACILITATOR: Helen Grzyb
SCRIBE: Leighton Jay

Key Question: For this Course to be accredited are there any further improvements that need to be made? YES

Composite Questions	Identified Issues	Jury Recommendations
Is the information in the course clear? (clarity) No	<ul style="list-style-type: none"> • Range of assessment weightings is too 'open' • 1a & 1b – will it be run similarly to mip? Too much literacy required • Modelling buzz words • Rationale doesn't match course content eg 1a 'describe reasoning orally'; 	<p>Weightings of assessments: Response 40-50% Stage 1; 65-75% Stage 2; 75-85% Stage 3. Investigations = remainder</p> <p>Dot points need to be about content not the process, throughout the document. Language used throughout the document needs to be simplified. It is too verbose. Eg 1.1, 2.1 of each course.</p> <p>Examples in vocational 1a/b need to be more explicit, especially in relation to tools that can be used, eg introductory trigonometry, Pythagoras</p> <p>Review the rationale in the syllabus – mathematical reasoning and proof leading to a conclusion needs to be reflected in all of the courses as it is in level 3 (at appropriate levels). Eg rationale not in number & algebra; and space & measurement learning areas in levels 1 & 2</p>
Is there sufficient information in the course? (sufficiency)	<ul style="list-style-type: none"> • 'with technology' is repeated throughout the doc – what does that mean? • 'sample investigation' exercises need to be produced as support documents in the same way that sample exams are prepared • Too much emphasis on C&D • The jury recognises that in the time constraint they were working under, it is not possible to identify all the issues relating to where course content may be lacking. Eg earth geometry, matrices, Newton Raphson, sum of sequences, range of composite functions. Confidence intervals and fundamental theorem 	<p>Clarify the amount of technology to be used in which parts of the course</p> <p>Groups of investigations need to be provided alongside sample exam papers as support materials</p> <p>No course to have a higher proportion of C&D than the current equivalent level. In level 1 courses, basic trig, Pythagoras etc suitable for trades should replace some of the C&D, such as in level 1e. In level 2, number & algebra and space & measurement should be increased in equal proportions (especially algebra where students are currently struggling). The jury were unanimous in very strongly disagreeing with the curriculum writer's assertion that C&D engages students in their learning.</p> <p>The Curriculum Council undertakes further consultation with practicing maths teachers before taking the course to accreditation. The general agreement in written submissions also suggest this is valuable. They raise similar issues; the jury is largely in agreement on the main</p>

	should be removed	issues.
<i>Does the course content enable students to follow a clear and incremental pathway through the course? (sequencing)</i>	<ul style="list-style-type: none"> 1 course over a year, or two semester courses? Eg 3a/b sequencing is questionable. Current structure does not demonstrate sequential arrangement. 	The majority of the jury recommends that the courses be re-written so that each pair of courses be one course. There was a 7-3 majority.
<i>Is the course of an appropriate standard for current and future students and their post school destinations such as employment, TAFE or university? (appropriate)</i>	<ul style="list-style-type: none"> 	
<i>Are there any other improvements that need to be made?</i>	<ul style="list-style-type: none"> The task is too big for the time available Rationale for teaching some things (eg suits visual learners) is suspect CAS calculators are an important issue. 	<p>Have more smaller groups to consider chunks of the course and materials. Have separate juries for each course/pair</p> <p>Rationale in selecting topics should be the needs of students and continuity of the course content instead of the applicability of the technology or the perceived popularity of the topic.</p> <p>We endorse what is said by submission writers in relation to CAS calculators. The decision to allow CAS calculators needs to be put on hold until the courses as defined, are implemented as we feel this is detrimental to students' mathematical process and understanding.</p>

No submission authors were called

The course curriculum manager and two writers answered questions from the jury

All jurors and the facilitator signed that they had read and agreed that this report on the outcomes of the Maths Specialist course jury is a true and faithful transcript of the jury discussion and decision/s.

Appendix 2: Mathematics Course Jury Outcomes

Jury Report: Mathematics - Specialist

SUBJECT: Mathematics: Specialist (MAS)

DATE: July 30 2007

No. of Jurors: 9

FACILITATOR: Joel Levin

SCRIBE: Christine Moro

Key Question: For this Course to be accredited are there any further improvements that need to be made?

Composite Questions	Identified Issues	Jury Recommendations
Is the information in the course clear? (clarity)	<ul style="list-style-type: none"> • Scope and sequence works well (could be A3). Each topic should have a consistent numerical format (code helps inform the topic eg #1 vectors all along, #3 trig all along) • Structure is clear • Need more detail in the depth of study, more examples etc <ul style="list-style-type: none"> -how much of each unit/topic to cover -what not to cover -hours required • Need more exam examples/samples to better describe what is expected • Need to see examples of what CAS exams will look like • How much will be covered by CAS? • Not clear how current depth of difficulty will match what is proposed. 	<p>Scope and Sequence</p> <ul style="list-style-type: none"> • Each topic should have consistent numbering eg #1=vectors across all units, #3-trig across all units, etc. • Need more information on the depth and difficulty of what to study/teach. <ul style="list-style-type: none"> -sample exams (more than one) -hours required in each exam -examples • Need to demonstrate how CAS will impact on teaching and exams (give examples). • Need to match expected time allocations given to depth expectations compared with current course • Remove reference to levels in the course standards from the accreditation draft.
Is there sufficient information in the course? (sufficiency)	<ul style="list-style-type: none"> • 3D & C has the same statement in Math reasoning; examples are different <ul style="list-style-type: none"> -Many objectives are duplicated – 7.3 & 6.3 same; 7.2 & 6.2 same; 7.1 & 6.1 same -No verbs to explain what to do with it (ex. 7.1) • Needs more detail on level of difficulty eg Unit 3C Trig 3.3 • Most of Matrices can be taught in Yr 10. 	<ul style="list-style-type: none"> • Revise mathematical reasoning section of scope and sequence eg ,remove identical wording in 3c&d <ul style="list-style-type: none"> -Add verbs to give direction to content • Need more detail on level of difficulty eg. Trig 3.3 - What sort of functions; how complex are the integrals. • Reduce or remove the bands for school managed assessments to increase the consistency across schools. <ul style="list-style-type: none"> -75-85% Response -15-25% Investigations

	<ul style="list-style-type: none"> The school managed assessment weighting is too broad. <p>-It needs to be tighter, especially in the early years, to ensure consistency</p>	
<p><i>Does the course content enable students to follow a clear and incremental pathway through the course? (sequencing)</i></p>	<ul style="list-style-type: none"> Concerned about the amount of time provided to cover the content to sufficient level to link through the various units Not sure how this course fits with Yr 10 studies to better advise students on pathways to this course 	<ul style="list-style-type: none"> Provide guidelines for course prerequisites to inform Yr 10 students' subject selection. See clarity recommendation.
<p><i>Is the course of an appropriate standard for current and future students and their post school destinations such as employment, TAFE or university? (appropriate)</i></p>	<ul style="list-style-type: none"> Basic content hasn't changed; the level has Pitch appears to be inconsistent eg: matrices Universities currently don't allow CAS calculators; how will our use of them disadvantage students in university The rationale appears to be significantly watered down from the previous course 'continue their study of maths beyond the compulsory years of schooling' Can't make a call on this due to lack of clarity on time allocation and depth of study. 	
<p><i>Are there any other improvements that need to be made?</i></p>	<ul style="list-style-type: none"> Yes, see recommendations. <p>More clarification on the inclusion/exclusion of the following:</p> <p>Vector Calculus – throw out 3d Mean Value Theorem Integration by parts Cylindrical Polar co-ordinates Spherical Polar co-ordinates Integration by fractions</p>	<p>Limits – needs more formal treatment to better reflect a specialist maths course.</p>

No submission authors were called

The course curriculum manager and writer answered questions from the jury

All jurors and the facilitator signed that they had read and agreed that this report on the outcomes of the Maths Specialist course jury is a true and faithful transcript of the jury discussion and decision/s.

Appendix 3: Evaluation Form

JURY SESSION EVALUATION

COURSE: _____
DATE: _____
FACILITATOR: _____

YOUR FEEDBACK, PLEASE

Please tick the responses which best match your view:

This Jury:

Objective 1 - Provided an appropriate amount of information to meet my needs:

Not enough Slight Just right More than enough Too much

Objective 2 – Provided an appropriate depth and detail of information to meet my needs at this stage:

Not at all Slightly A fair amount Mostly Completely Too much

Objective 3 - Provided me adequate opportunity to contribute my views to the decisions made:

Not at all Slightly Reasonably Mostly Completely

Objective 4 - Provided an appropriately secure environment for the Jury process:

Not at all Slightly A fair amount Mostly Completely

During the jury session:

We discussed all issues that I consider relevant:

Not at all Slightly Reasonably Mostly Completely

We achieved our goals

Not at all Slightly Reasonably Mostly Completely

The time management was paced appropriately to my needs:

Not at all Slightly Reasonably Mostly Completely

One thing that could be done to **improve** this Jury is:

The **best** thing about this Jury was:

The **worst** thing about this Jury was:

Comments:

I have questions about today's Jury. Please contact me (name)

on (phone/email) _____

Appendix 4: Summary Results of Mathematics Jury Evaluation
ROUND B TEACHER JURY EVALUATION SUMMARY
MATHMATICS
Monday 30th July 2007

The responses of the 10 in this group are reported here and are generally very positive. Although less than the necessary 45 for the data to have statistical significance, this report does provide insight into the views of the participants - and the results are valid on that level. Once data is extrapolated across all juries, the statistical validity of aggregated will be established.

This Teacher Jury (10 Respondents):

PROMPT	NOT ENOUGH	SLIGHTLY	JUST RIGHT	MORE THAN ENOUGH	TOO MUCH
1. PROVIDED AN APPROPRIATE AMOUNT OF INFORMATION TO MEET MY NEEDS:	1	1	4	4	0
3. PROVIDED ME ADEQUATE OPPORTUNITY TO CONTRIBUTE MY VIEWS TO THE DECISIONS MADE:	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	1	1	6	2
4. PROVIDED ME AN APPROPRIATELY SECURE ENVIRONMENT FOR THE JURY PROCESS:	NOT AT ALL	SLIGHTLY	FAIR AMOUNT	MOSTLY	COMPLETELY
	0	0	1	2	7

2. PROVIDED AN APPROPRIATE DEPTH AND DETAIL OF INFORMATION TO MEET MY NEEDS:	NOT AT ALL	SLIGHTLY	A FAIR AMOUNT	MOSTLY	COMPLETELY	TOO MUCH
	0	0	1	9	0	0

We:

5. WE DISCUSSED ALL ISSUES THAT I CONSIDER RELEVANT	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	3	3	0	1	3
6. ACHIEVED OUR GOALS	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	1	5	2	2	0

Time management of this Jury was

7. TIME MANAGEMENT WAS PACED APPROPRIATELY TO MY NEEDS	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	3	4	2	0	0

The respondents offered qualitative information as follows:

The one thing that could be done to improve this Jury is...:(4 responses):

1. More time and a separation of the units studied
2. Allow more time for the process
3. Questions given on time (i.e. in advance)
4. More time and less units to consider.

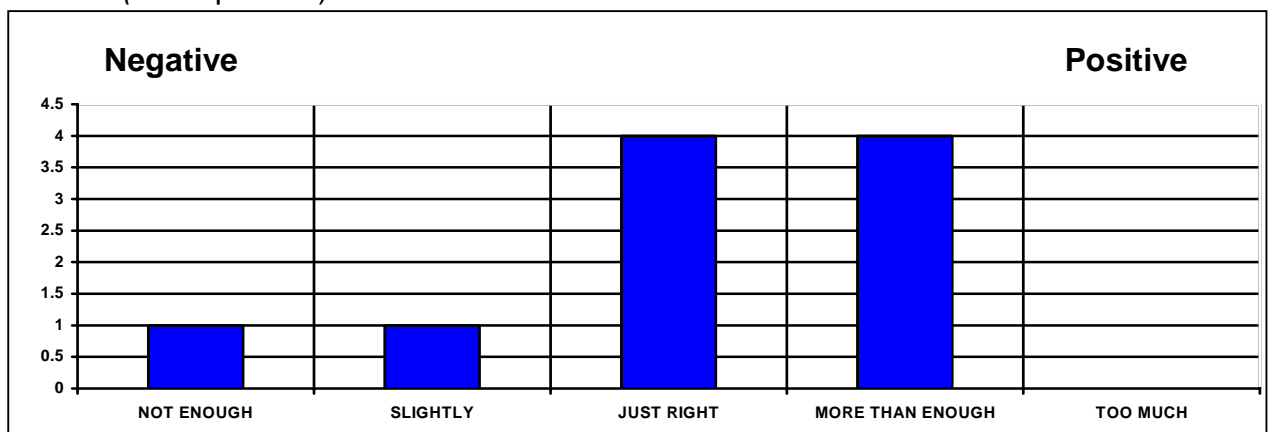
MAT TEACHER JURY EVALUATION SUMMARY cont.

<i>The <u>best</u> thing about this Jury was...</i> <i>(7 responses):</i>	<i>The <u>worst</u> thing about this Jury was...</i> <i>(6 responses):</i>
<ol style="list-style-type: none"> 1. Meeting like minded people who were dedicated and professional 2. Open discussion between all members 3. Being given the opportunity to have further input into the proposed courses 4. Everyone had a say 5. Organised etc, good 6. The opportunity to discuss views on the course and to hear the views of other teachers 7. The helpful facilitator and positive jury members 	<ol style="list-style-type: none"> 1. Too much to do and not enough time to fully do all 2. Not enough time – feeling of inadequacy and responsibility 3. The limited amount of time we had 4. Insufficient time 5. Too little time 6. Insufficient time to consider the questions required to be answered

<i>Other Comments: (5 responses):</i>
<ol style="list-style-type: none"> 1. Interesting experience, it will be interesting to see if what we have decided is actually enacted 2. Will our recommendations be addressed? 3. An impossible task in this amount of time. Feel we are being forced into accepting the courses that have already been decided on 4. Jury not able to cover adequately in the time available 5. Next sessions be all day not evening

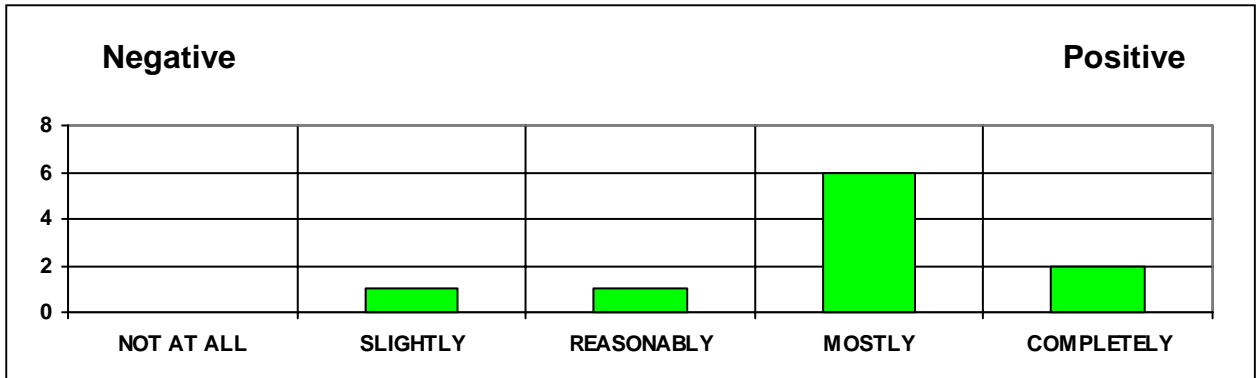
GRAPHICAL REPRESENTATION OF THE TABLES ABOVE FOLLOW:

1. The Jury provided an appropriate amount of information to meet my needs: (9 Responses):

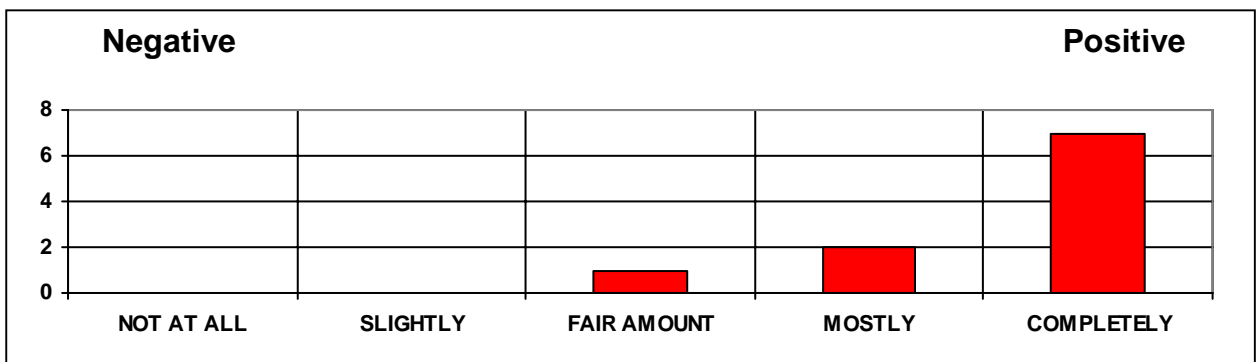


MAT TEACHER JURY EVALUATION SUMMARY cont.

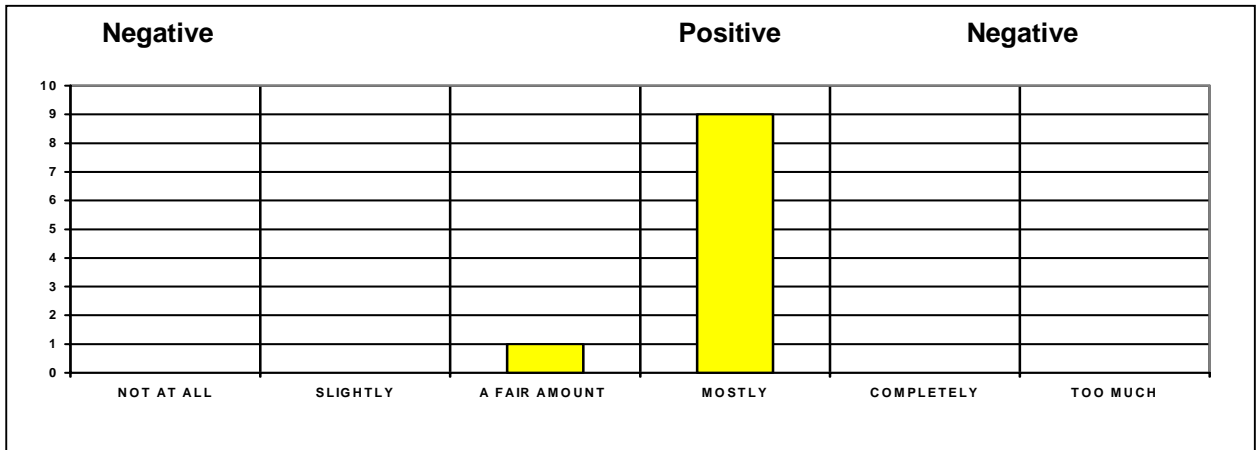
3. The Jury provided me adequate opportunity to contribute my views to the decisions made:



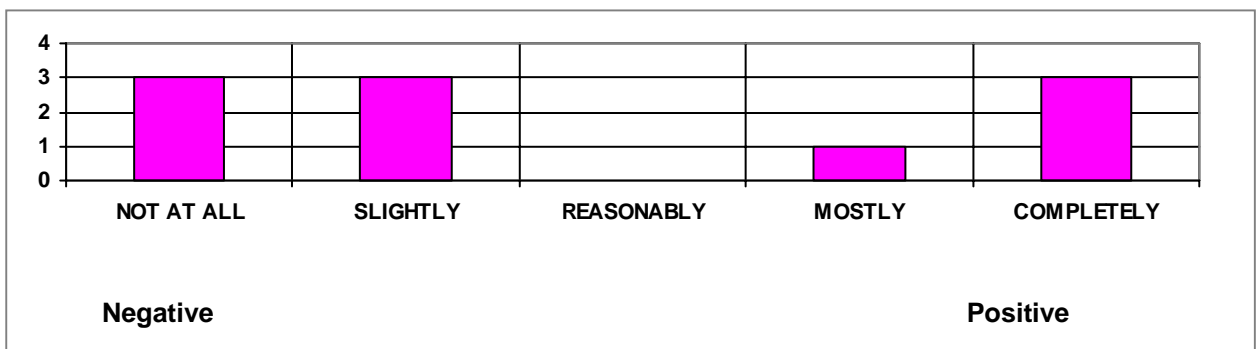
4. The Jury provided an adequately secure environment for the Jury process:



2. The Jury provided me an appropriate depth and detail of information to meet my needs:

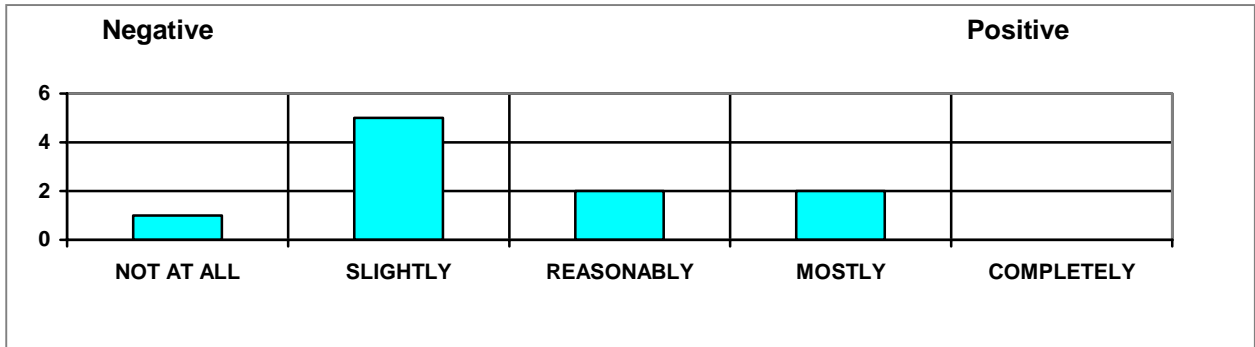


5. We discussed all issues that I consider relevant:



MAT TEACHER JURY EVALUATION SUMMARY cont.

6. We achieved our goals:



7. Time management was paced appropriately to my needs:



Appendix 5: Summary Results of the Mathematics Specialist Jury Evaluation
ROUND B TEACHER JURY EVALUATION SUMMARY
MATHEMATICS SPECIALIST
Monday 30th July 2007

The responses of the 9 in this group are reported here and are generally very positive. Although less than the necessary 45 for the data to have statistical significance, this report does provide insight into the views of the participants - and the results are valid on that level. Once data is extrapolated across all juries, the statistical validity of aggregated will be established.

This Teacher Jury (9 Respondents):

PROMPT	NOT ENOUGH	SLIGHTLY	JUST RIGHT	MORE THAN ENOUGH	TOO MUCH
1. PROVIDED AN APPROPRIATE AMOUNT OF INFORMATION TO MEET MY NEEDS:	0	1	3	5	0

3. PROVIDED ME ADEQUATE OPPORTUNITY TO CONTRIBUTE MY VIEWS TO THE DECISIONS MADE:	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	0	2	7
4. PROVIDED ME AN APPROPRIATELY SECURE ENVIRONMENT FOR THE JURY PROCESS:	NOT AT ALL	SLIGHTLY	FAIR AMOUNT	MOSTLY	COMPLETELY
	0	0	0	1	8

2. PROVIDED AN APPROPRIATE DEPTH AND DETAIL OF INFORMATION TO MEET MY NEEDS:	NOT AT ALL	SLIGHTLY	A FAIR AMOUNT	MOSTLY	COMPLETELY	TOO MUCH
	0	1	0	4	4	0

We:

5. WE DISCUSSED ALL ISSUES THAT I CONSIDER RELEVANT	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	1	6	2
6. ACHIEVED OUR GOALS	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	1	1	5	2

Time management of this Jury was

7. TIME MANAGEMENT WAS PACED APPROPRIATELY TO MY NEEDS	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	1	1	3	4

As well, the respondents offered qualitative information as follows:

The one thing that could be done to improve this Jury is...:(5 responses):

1. Excellent.
2. Extend its terms of reference.
3. More time.
4. Point by point evaluations of each submission.

ROUND B TEACHER JURY MAS EVALUATION SUMMARY (Continued)

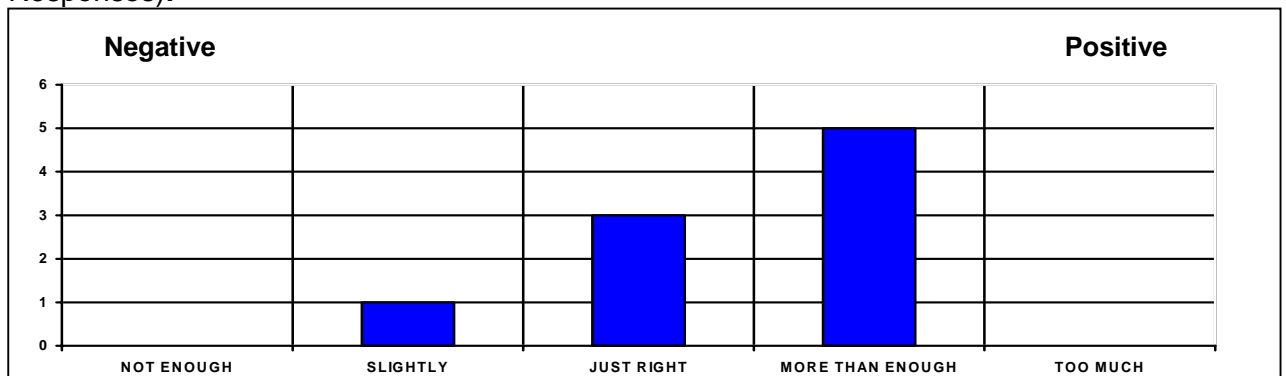
Further qualitative statements from respondents include:

<p><i>The best thing about this Jury was...</i> (6 responses):</p>	<p><i>The worst thing about this Jury was...</i> (3 responses):</p>
<ol style="list-style-type: none"> 1. Meeting new colleagues and learning from them. 2. Professionalism of the process. 3. Humorous and efficient facilitator. 4. Well-planned. 5. All opinions could be heard. 6. Discussion. 	<ol style="list-style-type: none"> 1. Nil. 2. Too late getting home. 3. Time. 4. Nothing comes to mind.

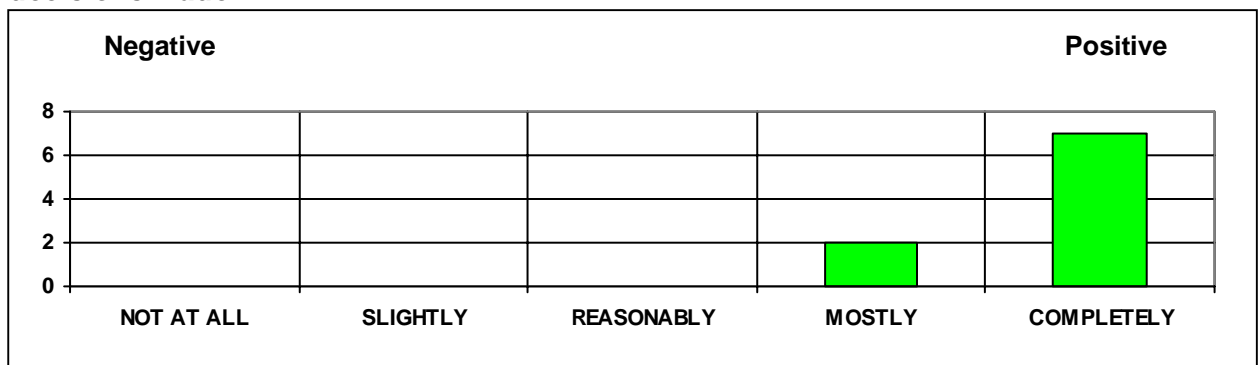
<p><i>Other Comments:</i> (4 responses):</p> <ol style="list-style-type: none"> 1. Recommend the experience (if possible) to be continued with further changes to courses. 2. An interesting experience. 3. Well organised and facilitator did a great job. 4. Well done.
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GRAPHICAL REPRESENTATION OF THE TABLES FROM PAGE 1 FOLLOW:

1. The Jury provided an appropriate amount of information to meet my needs: (9 Responses):

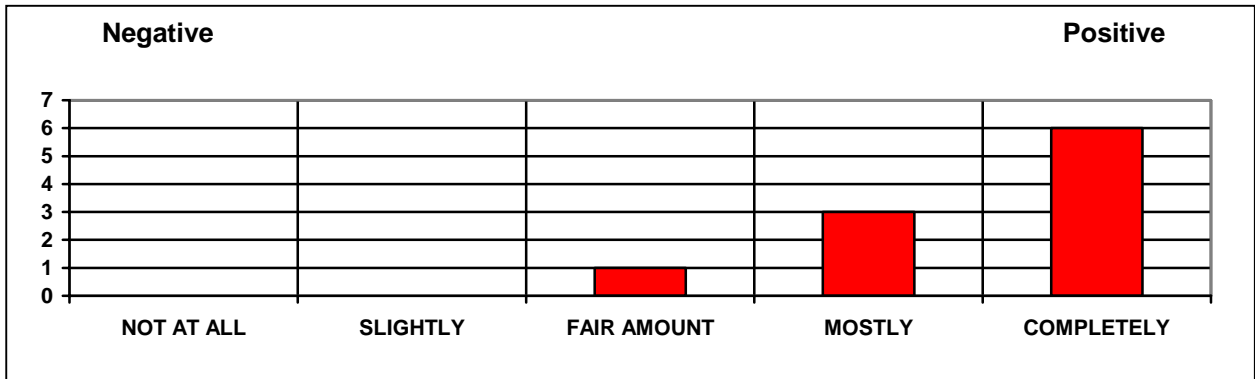


3. The Jury provided me adequate opportunity to contribute my views to the decisions made:

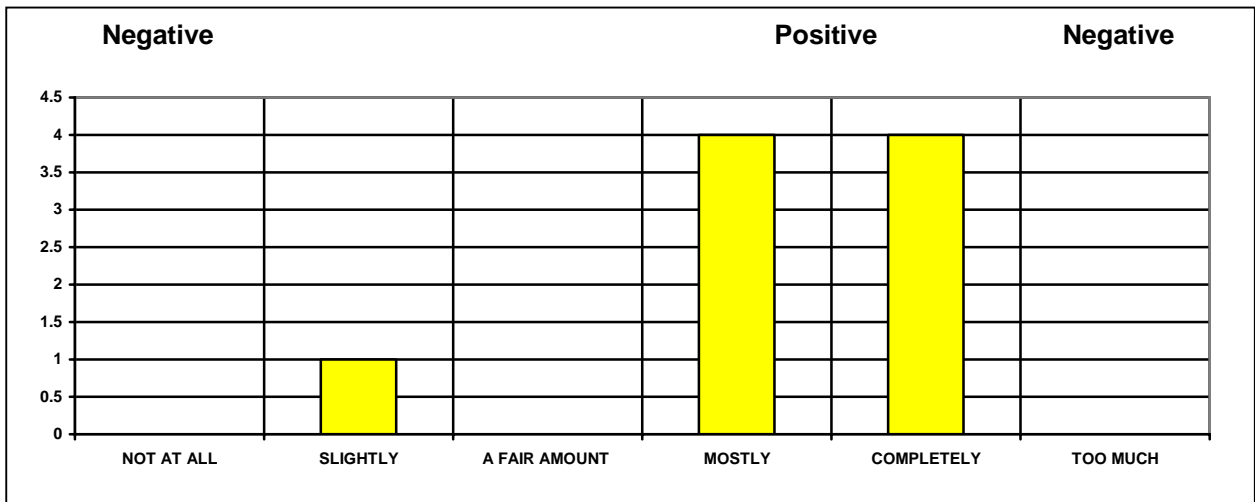


ROUND B TEACHER JURY MAS EVALUATION SUMMARY (Continued)

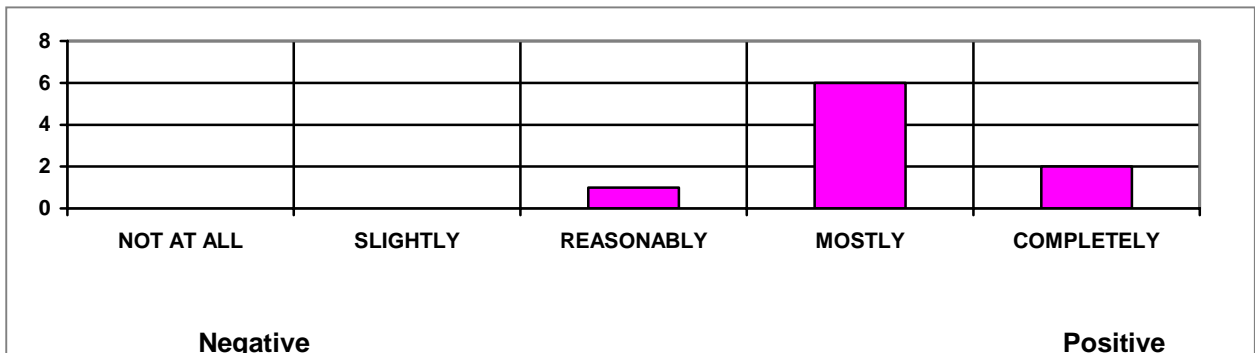
4. The Jury provided an adequately secure environment for the Jury process:



2. The Jury provided me an appropriate depth and detail of information to meet my needs:

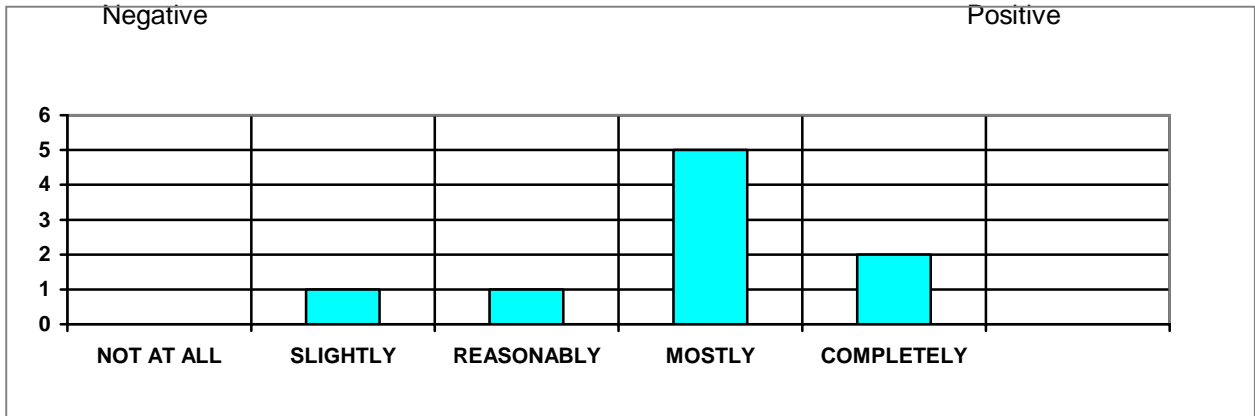


5. We discussed all issues that I consider relevant:



ROUND B TEACHER JURY MAS EVALUATION SUMMARY (Continued)

6. We achieved our goals:



7. Time management was paced appropriately to my needs:

