



**Teacher Jury Report 3  
Round C Teacher Jury Outcomes for  
Physical Education Studies, Media Production and Analysis,  
Aviation, Engineering Studies, Applied Information Technology,  
English as an Additional Language/Dialect, and Earth and Environmental Science.**

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## CONTENT

<b>EXECUTIVE SUMMARY .....</b>	<b>3</b>
<b>ACKNOWLEDGMENTS.....</b>	<b>5</b>
<b>INTRODUCTION .....</b>	<b>6</b>
Register of commitments .....	7
<b>JURY PROCESS.....</b>	<b>7</b>
Lessons Learnt from Teacher Juries Round A-B.....	7
Independence, Professionalism, and Integrity.....	8
Integrity .....	8
Independent Consultant role .....	8
Confidentiality .....	8
Independence of the consultant and facilitators.....	9
Selection of Facilitators and Scribes .....	9
Selection of jurors and jury duty .....	9
Call for submissions.....	9
Logistics and Support.....	10
Funding of jury participation .....	10
Preparation and pre-reading.....	10
Jury Venue.....	10
<b>JURY PROGRAM.....</b>	<b>11</b>
Jury ownership .....	11
Jury program .....	11
Ground Rules .....	12
Submission authors and syllabus writers.....	12
Questions for juries .....	13
Recommendation specificity, prioritisation and time lines .....	13
<b>JURY REPORTS .....</b>	<b>13</b>
Jury Decisions .....	14
Round A-C Teacher Juries: Common Themes.....	14
<b>FEEDBACK.....</b>	<b>16</b>
Elements that worked well included:.....	16
Elements that could be improved included: .....	16
<b>CONCLUSION.....</b>	<b>17</b>
Validation of Engagement – Round C Courses.....	17
<b>APPENDIX 1: Round C Teacher Jury Reports.....</b>	<b>18</b>
Applied Information Technology.....	19
Aviation.....	21
Engineering .....	23
Earth and Environmental Science.....	25
English and an Additional Language/Dialect .....	27
Media Production and Analysis.....	29
Physical Education .....	32
<b>APPENDIX 2 Round C Teacher Jury Evaluation Results .....</b>	<b>36</b>
Applied Information Technology.....	37
Aviation.....	40
Engineering Studies .....	43
Earth and Environmental Science.....	46
English as an Additional Language/Dialect.....	49
Media Production and Analysis.....	52
Physical Education Studies.....	55

## EXECUTIVE SUMMARY

On 29 August 2007 Round C juries for the courses Aviation, Engineering Studies and Applied Information Technology were conducted. The juries for Physical Education Studies, Media Production and Analysis, English as an Additional Language/Dialect, and Earth and Environmental Science were convened on 30 August 2007.

A total of **sixty three** (n = 63) Western Australian teachers considered formal documentation, written submissions (n = 12) and input from course curriculum writers to determine what improvements could be made to the course syllabus and ongoing implementation process.

Round C juries resulted in a number of generic course issues being identified such as:

- Semesterisation of courses impeding flexibility
- The need to have access to more sample exams to assist students undertaking TEE exams in 2007
- The need to remove reference to the term 'level' in the course document as it is confusing to teachers as well as students/parents
- The courses are extremely high in content which cannot be covered with the quality teachers would like
- Comparability across schools is an issue, not just in terms of assessment, but also in relation to access to resources and course materials
- The weightings of assessment are confusing.

Course specific recommendations were also produced, with recommendations aimed at improving the content and the ongoing implementation of these courses.

Of note is that a number of Round C jury recommendations to the Curriculum Council were similar to those provided during Round A, despite the differing context of Round A-C juries (i.e. currently under implementation vs. the larger number of courses due for implementation within schools in 2008 and 2009).

Recommendations included:

- That all course materials should be reviewed and amended to be written in student friendly language (i.e. remove jargon and unnecessary complex language)
- That exams must explicitly draw from content, language and contexts written in the course syllabus
- There is a need to develop 1C and 1D courses for students requiring options that are not related to a TEE pathway
- That 3B be reviewed and the complexity and difficulty of this course be reduced (course specific recommendations are also provided)
- That a reduction in the quantity of information 3B courses is required, especially given the shorter second semester
- That the language used to describe assessment needs to be less ambiguous. The assessment descriptions need to be altered to provide clear and concise indicators of the degree of skill a student is expected to achieve.

All Round C jurors provided very positive feedback regarding their experience of the teacher juries, especially in relation to being consulted and listened to. Despite being afforded an extra hour for deliberations, Round C juries felt that there was insufficient time available to deliberate on all the issues evident in their senior secondary course. Recommendations to increase the time for deliberations and to avoid holding teacher juries in the evenings were universal.

## ACKNOWLEDGMENTS

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

- Jurors for the professional manner in which they approached their important charge – to determine what improvements were needed for the Physical Education Studies, Media Production and Analysis, Aviation, Engineering Studies, Applied Information Technology, English as an Additional Language/Dialect, and Earth and Environmental Science courses.
- 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 the Senior Policy Officer advising and assisting Dr Gillgren on the jury process, co-author of this and other teacher jury reports, and back up scribe wherever needed.
- Independent facilitators and assistants Dr Anna Alderson, Joel Levin, Dr Marie Martin, Christine Moro, Mark Alderson, Rebecca Martin and Sally Thomas 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.

Please note: This report needs to be read in conjunction with Teacher Jury Report 1 and 2: On readiness of new senior secondary courses due for implementation in 2008; and the Teacher Juries Round B: Mathematics and Mathematics Specialist Teacher Jury report. Copies of these reports can be downloaded from:

[http://newwace.curriculum.wa.edu.au/pages/teacher\\_juries.asp](http://newwace.curriculum.wa.edu.au/pages/teacher_juries.asp)

## **INTRODUCTION**

Following an announcement by the Hon. Mark McGowan, Minister for Education and Training on 22 January 2007, a process commenced to establish teacher juries, the purpose being to provide independent advice and senior secondary 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 deliberation, and validation of recommendations. 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 Round A 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 Round B juries for two new Mathematics courses (Mathematics and Mathematics-Specialist) were conducted on 30 July 2007. While the jury process for Round B was the same as Round A, Round B juries were asked to determine the Mathematics and Mathematics-Specialist course readiness for accreditation.

The final reports for Round A and B juries were presented to the Minister for Education and Training and the Curriculum Council on 23 May 2007 and 6 August 2007 respectively.

On 29 August 2007 Round C juries for the courses Aviation, Engineering Studies and Applied Information Technology were conducted. The juries for Physical Education Studies, Media Production and Analysis, English as an Additional Language/Dialect, and Earth and Environmental Science were convened on 30

August 2007. The role of these juries was to determine what improvements to the course and its implementation were required.

For the most part these courses have been under implementation in senior secondary schools since the beginning of the 2006 school year. During the last eighteen months, teachers within the 8 courses (Aviation, Engineering Studies, Applied Information Technology, Physical Education Studies, Media Production and Analysis, English as an Additional Language/Dialect, and Earth and Environmental Science, and English) have experienced a number of wide ranging educational changes, including a significant pedagogical shift. These changes appear to have impacted on teachers considerably (as indicated by teachers' comments during Rounds A-C juries).

Round C juries provided teachers the opportunity to help shape the senior secondary courses for 2008 and beyond.

### ***Register of commitments***

As was the case with the 38 Round A and 2 Round B teacher juries, the Minister of Education and Training and the Curriculum Council have made the commitment to respect all Round C Jury recommendations.

## **JURY PROCESS**

### ***Lessons Learnt from Teacher Juries Round A-B***

A significant part of any consultation process is to utilise quality assurance practices to define and redefine the parameters of the consultation process itself. Round A-B teacher jury feedback provided the independent consultant and teacher jury integrity group an opportunity to review the jury process, and make minor adjustments to Round C juries and/or jury processes.

The amendments made to the Round C jury process included the pre-jury provision of clearer, more-detailed information about jury processes, jury questions and the role of submissions and submission authors. In response to teacher feedback and in recognition of the complexity and importance of jury decisions, Round C juries were afforded more time (one hour extension on the original time frame) to make their deliberations.

The jury process itself was altered to enable all independent facilitators to have a scribe present at all sessions so that reports could be generated immediately for teacher juror endorsement. Round C jurors were asked to prioritise recommendations with time lines in order to inform the Curriculum Council of the most urgent requirements. The response format (i.e. report templates) for jurors was also modified to ensure that it was clear, and the reports were printed off and endorsed by jurors on the evening of the jury.

Information about the next steps, including validation of teacher recommendation, will be provided as soon as possible after jury decision/outcome. This will be achieved in consultation with the Curriculum Council and the Minister for Education and Training.

### ***Independence, Professionalism, and Integrity***

#### **Integrity**

The fundamental principle for the development of the teacher jury process is to establish and maintain integrity and transparency of process throughout.

#### **Independent Consultant role**

The independent consultant, Dr Christina Gillgren, ensures that while an adviser to the Curriculum Council, she remained autonomous to the Council. Her role is a dual one, advising the Curriculum Council on integrity of the jury process, as well as hands-on oversight of the management of the jury process up to and including juror sign-off. Dr Gillgren's task, once all juries have been completed, will be to oversee the validation process for all teacher jury recommendations and decisions and report on the course development undertaken by the Curriculum Council.

#### **Confidentiality**

There were many aspects of the jury process where confidentiality was required. These included juror identification, submission author identification, jury deliberations, jury verdicts and jury reports. Overwhelmingly, the commitment of jurors to maintain confidentiality about the verdict was upheld.

For Round C juries specific requests were made of Principals to not release the identity of teachers who had accepted an invitation to act as a juror for their subject area.

### **Independence of the consultant and facilitators**

The consultant ensured that the integrity and professionalism of the process was maintained by selection of highly regarded and experienced facilitators.

The independent consultant and facilitators jointly formed an integrity group for the process, providing a reference group or sounding board for issues requiring resolution, and ensuring that the decision making process around the juries maintained a high level of integrity.

### **Selection of Facilitators and Scribes**

The jury facilitators have been selected through a tender process consistent with the requirements of the State Supply Commission and the Department of Treasury and Finance. The selection process, undertaken by the independent consultant and the Council, sought facilitators with a track record of success in working with diverse groups, and with value for money also in mind.

As with all prior juries, the facilitators attended a number of briefings with the consultant to ensure consistency and integrity to the jury process.

Scribes were introduced for all juries to assist facilitators in the documentation of jury decisions and recommendations for sign off at the conclusion of the jury.

### **Selection of jurors and jury duty**

Following a well established selection protocol for Teacher Juries, schools were requested to nominate teachers who were currently, or about to, deliver the courses to senior secondary students. Through a process of matching the teacher demographic for each course, the Electoral Commission of WA randomly selected teachers from across WA who collectively, fairly represented the teacher cohort for each course (eg gender, metropolitan/rural, and type of school).

### **Call for submissions**

A public call was made for submissions for all Group C courses (Aviation, Engineering Studies, Applied Information Technology, Physical Education

Studies, Media Production and Analysis, English as an Additional Language/Dialect, and Earth and Environmental Science), via advertisements in 'The Sunday Times' 15 July, and 'The West Australian' newspaper on Wednesday 18 July and Saturday 21 July 2007. The call was also advertised through invitations on the Curriculum Council/WACE website.

Teachers, parents, schools, professional organisations, tertiary organisations and interested community members contributed 12 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. The submissions were also placed on the site, although not associated with authors names, after the jury had been convened.

### ***Logistics and Support***

#### **Funding of jury participation**

The Curriculum Council provided financial support to enable jurors to participate in Group C engagement, including sitting fees, relief teacher payment and travel allowance/fares/accommodation, where eligible.

#### **Preparation and pre-reading**

Pre-reading for the Aviation, Engineering Studies, Applied Information Technology, Physical Education Studies, Media Production and Analysis, English as an Additional Language/Dialect, and Earth and Environmental Science, included a much more detailed description of the jury process (inclusive of jury questions) than provided in Round A. Copies of the submissions relevant to the jury, a copy of the course, a summary of course developments, copies of any existing consultation papers and consultation results, course materials, and administrative details were also supplied to jurors prior to the jury being convened.

#### **Jury Venue**

The Aviation, Engineering Studies, Applied Information Technology, Physical Education Studies, Media Production and Analysis, English as an Additional Language/Dialect, and Earth and Environmental Science Juries were held at Penrhos College on 29 and 30 August 2007. There were sixty three jurors in

attendance for this jury. An informal meal was provided for each jury, which respected individual dietary requirements. Transport to and from the venue was arranged for teachers from rural and remote sites, who were staying at accommodation arranged by the Curriculum Council.

## **JURY PROGRAM**

### ***Jury ownership***

The primary focus throughout the jury process was to ensure that the jury made its own decisions and recommendations. Facilitator training ensured that this was the case, and the introductory remarks made prior to the jury commencement, reinforced this basic premise of the jury process.

### ***Jury program***

The program for the Aviation, Engineering Studies, Applied Information Technology, Physical Education Studies, Media Production and Analysis, English as an Additional Language/Dialect, and Earth and Environmental Science jury followed a standard process, developed as part of the integrity group deliberations.

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

### ***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 express 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 remain confidential to this jury room.

The jurors were assisted with posters in the jury room, which included the ground rules and the jury questions. Facilitators provided information to the jury about the role of submission authors and curriculum writers.

### ***Submission authors and syllabus writers***

Round C submissions were received for two courses only (English as an Additional Dialect/Language and Physical Education Studies). The submission authors for these courses were provided with the opportunity to attend on the evening of the juries, either in person or via teleconference. To protect submission authors' identities, the authors were given a number which matched the identifying number of their submission. Submission authors for Physical Education Studies were not called as the jury felt that the submissions presented a case well. For EALD, the submission author was also a jury member - in this case the jury decided that the juror could act in both capacities (i.e. the role of both the juror and submission author).

Curriculum writers made themselves available on the evening to answer any questions that the jury may have had in relation to their course area. The Curriculum Managers and the Director of Curriculum were also in attendance to provide advice on the capacity of the Curriculum Council to deliver on jury recommendations within the timeframe specified by the jury. In cases where the Council were unconvinced they had the capacity to deliver on a recommendation

in the specified timeframe, jurors were asked to consider amending the course specific task completion date/s.

### ***Questions for juries***

It was determined that the juries needed to provide an answer to a core question about all Round C courses:

- 1. What are the issues that have emerged relating to the (Insert specific course name) and its implementation?*
- 2. What recommendations does this jury make to address the issues identified?*

### ***Recommendation specificity, prioritisation and time lines***

In making recommendations juries were asked to:

1. Identify what is not clear, 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.
2. Recommendations were to be prioritised as indicated by the following time frames: Time Frames: Short term = before end of 2007, Medium term = prior to 1 June Professional Development Day 2008, Longer term = prior 1 June Professional Development Day 2009.
3. As indicated above, all juries developed timelines were reviewed by the Curriculum Council on the night/s of the jury in order to provide immediate feedback regarding the Curriculum Councils capacity to fulfil each recommendation. Any recommended time line that was not considered possible by the Curriculum Council (due to the complexity of change required and adequate time to ensure high quality course revision), juries were provided the reasons, and asked to reconsider their original timeframe. Without exception jurors responded positively to the immediate feedback provided by the Curriculum Council.

## **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.

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 and provided to jurors for their signatures (See Appendix 1 for full Jury Reports. Please note that all attached individual Jury Reports have been reproduced faithfully to the reports endorsed by jurors. Minor amendments were made to address typographical errors only).

### ***Jury Decisions***

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

Round C juries identified a number of specific issues that had negatively impacted on their course implementation. A number of these issues appeared to be in relation to changes to policy that have created confusion regarding the intent of the new senior secondary courses. Other areas of concern included course assessments, and the design of the syllabus not meeting the needs of students, teachers and/or schools. Appendix 1 provides a full account of the teacher jury deliberations and recommendations for course improvements.

It is noteworthy that without exception, teacher juries remained solution focussed throughout the jury proceedings, delivering a number of recommendations aimed at improving the courses.

### ***Round A-C Teacher Juries: Common Themes***

While the role of the jurors was to focus on improvements in the course syllabus and the ongoing implementation of the Aviation, Engineering Studies, Applied Information Technology, Physical Education Studies, Media Production and Analysis, English as an Additional Language/Dialect and Earth, and Environmental Science courses, juries highlighted some similar issues

irrespective of the discipline. Of note is that these issues were also similar to those raised by both Round A and Round B juries and included:

1. The use of jargon and complex language in course outlines
2. Confusion regarding the use of 'outcomes based' language, such as levels in course outlines
3. Concern about the upcoming TEE exams for Yr 12 students
4. Concern about external exams, especially in relation to ensuring that the exams draw explicitly from course content, language and contexts in their design brief
5. Concern about the relatively low number of sample exams for Yr 11 and Yr 12 as current students completing 2A-3B courses were disadvantaged by not having past exams and exam questions to assist them to prepare for their TEE.
6. The marking criteria for exams and assessments
7. Resources and support for new courses to assist teachers in the delivery of these courses to students
8. Concern regarding teachers ability to confidently advise students regarding educational pathways for 2008/2009
9. Implementation at the school level whereby timetabling of courses was raised as problematic, especially in relation to paired courses
10. The difficulty levels of 3B courses
11. Teacher concerns that they would need high quality Professional Development to enhance their own competency to deliver the 3B courses
12. The high level of content in courses (especially 3B) relative to the amount of time to deliver this content (i.e. second semester being considerably shorter than semester one)
13. Semesterisation of units. In this case jurors wanted to know if courses could be run over a full year, rather than in separate semesters. This concern was linked to the perceived level of difficulty for 3A/B and the large amount of content in each unit
14. The lack of flexibility in delivering units (i.e. having to deliver pairs of units rather than combinations of units – 2A and 2B and not 2A and 3A, for example)
15. The potential disenfranchisement of a number of students who were not considered TEE level students. In this instance, the introduction of 1C and

1D units was identified as a potential solution to ensure that students would be provided viable options for their ongoing educational needs.

## **FEEDBACK**

Feedback on the Jury process was gained formally through the evaluations completed by each Jury member at the close of the jury (refer Appendix 2) as well as informally through correspondence and unsolicited feedback.

### ***Elements that worked well included:***

The elements of the Round C juries that worked well included:

1. Having the opportunity to openly express views on courses and receiving feedback from colleagues
2. The professionalism of the facilitators and scribes
3. The opportunity provided by juries for teachers to hear colleagues' variety of views on course quality and development
4. "Having the opportunity make change"
5. "Open forum of professionals"
6. "Recommendations appear to be respected".

### ***Elements that could be improved included:***

Areas of the teacher jury process that could be improved included suggestions such as:

1. Increasing deliberation time in order to reduce the sense of being 'rushed'
2. Convening the jury at an earlier time of day - the lateness of the jury process itself was challenging (i.e. 4pm - 8-30pm after a full day at school, especially for those juries where they did not finish their deliberations until after 9pm)
3. Ensuring only teachers who delivered the course were invited to participate on juries - some teachers/schools had not delivered all stages of the course which made it difficult for them to confidently comment on improvements required
4. Having relatively strict timing in place to ensure that the time spent on each point is reasonable (not excessive and/or to the detriment of time spent on other issues).

## **CONCLUSION**

Round C teacher juries (other than English, which will be reported on separately) resulted in a number of generic and course specific recommendations that are aimed at assisting the Curriculum Council to improve senior secondary courses currently under implementation in schools. The recommendations provided are prioritised and time frames for completion of each recommendation outlined. In all instances the course Managers, Director of Curriculum or Chief Executive Officer of the Curriculum Council have reviewed the recommendations prior to juror endorsement of the final reports, and agreed that the time frames provided are reasonable and within the capacity of the Curriculum Council staff to deliver. In instances where the recommendations provided were in conflict with policy and/or Curriculum Council capacity to deliver in the timeframe allocated, the jury were informed of this and alternate recommendations were developed.

### ***Validation of Engagement – Round C Courses***

The Curriculum Council has developed a plan for validation of jury decisions and recommendations. For the Aviation, Engineering Studies, Applied Information Technology, Physical Education Studies, Media Production and Analysis, English as an Additional Language/Dialect, and Earth and Environmental Science courses, validation of the jury's decision and recommendations will be undertaken by a reference group, or similar 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.

## **APPENDIX 1: Round C Teacher Jury Reports**

### ***Juries convened 29 August 2007***

Applied Information Technology

Aviation

Engineering

### ***Juries convened 30 August 2007***

Earth and Environmental Science

English as an Additional Language/Dialect

Media Production and Analysis

Physical Education

**Applied Information Technology**

**Draft Jury Report: APPLIED INFORMATION TECHNOLOGY COURSE 29 August 2007**

**No. of JURORS: 9. FACILITATOR: Dr Anna Alderson SCRIBE: Mark Alderson**

<b><i>What are the issues that have emerged relating to the APPLIED INFORMATION TECHNOLOGY Course and its implementation?</i></b>	<b><i>What recommendations does this jury make to address the issues identified?</i></b>	<b>Please identify timeframe: (see below)</b>
Stage 3A / 3B courses. Specifics of content Teacher preparation for units with exams	<ul style="list-style-type: none"> <li>Teachers need PD focused on content, resources, &amp; grading for each stage to ensure they are confident to teach the course, so students can get maximum value from it. This needs to be conducted ASAP prior to the start of the next school year.</li> </ul>	<b>Short term</b>
Practical orientation vs. too much theory? Repetition of content, potential overlap. Lack of specificity re. depth of content.	<ul style="list-style-type: none"> <li>Take out repetitive theory that exists across the units, spread the theory over the different units, this will therefore reduce the amount of repeated theory (not core theory) and free up class time for practical skills.</li> </ul>	<b>Short term</b>
Clarity of outcomes in relationship to assessment.	<ul style="list-style-type: none"> <li>The relationship of the outcomes to assessment needs to be clarified.</li> <li>The link between the outcomes &amp; the exam needs to be explicit.</li> </ul>	<b>Short term</b>
The Exam.	<ul style="list-style-type: none"> <li>More sample exams with marking criteria need to be finalised and released to teachers ASAP.</li> <li>Solutions need to be clearly related to questions.</li> <li>There needs to be a more practical component in the exam (to correlate with the increased practical course component). Eg. Appraise &amp; improve a flawed product.</li> </ul>	<b>Short term</b>
Clarity of pathways / repeat units.	<ul style="list-style-type: none"> <li>Information about accreditation of units should be in course guides as well as in the WACE.</li> <li>Summary of FAQ need to be made available on a regular basis.</li> </ul>	<b>Short term</b>  <b>Medium term</b>
Clarity of language (plain English), language for	<ul style="list-style-type: none"> <li>Simplify current documents to reading level of young</li> </ul>	<b>Short term</b>

different levels. (Stage 3A / 3B courses.)	adolescents. <ul style="list-style-type: none"> <li>• Provide a glossary of terms for each stage.</li> </ul>	
Resources, support material.	<ul style="list-style-type: none"> <li>• Resources should include:</li> <li>• Suitable textbook.</li> <li>• Evolving website of current developments/examples.</li> <li>• Standards &amp; conventions .</li> <li>• Learning objects of essential content.</li> </ul>	<b>Short to medium term</b>
Ensuring the right people get the right PD.	<ul style="list-style-type: none"> <li>• Teachers who are teaching or who are likely to teach the course must be provided with appropriate PD for foreseeable future.</li> </ul>	<b>Ongoing</b>
Important information needs to be emphasised	<ul style="list-style-type: none"> <li>• The last point under assessment re TEST CONDITIONS needs to be high-lighted</li> </ul>	<b>Short term</b>
Units of competency.	<ul style="list-style-type: none"> <li>• Should be removed and added as a support document to enable teachers to select appropriate UOC to their course should they chose to do so</li> </ul>	<b>Short term.</b>

Submission authors called: No submissions were received for this course  
 Curriculum writer called: Yes, Course Manager.

**Time Frames:** **Short term** = before end of 2007, **Medium term** = prior to June PD day 2008, **Longer term** = past June 1 PD day 2009

## Aviation

### Draft Jury Report: Aviation 29 August 2007

**No. of JURORS: 5. FACILITATOR: Joel Levin. SCRIBE: Sally Lynch**  
**The Aviation course structure and content has Improved dramatically since 06.**

<b>What are the issues that have emerged relating to the AVIATION Course and its implementation?</b>	<b>What recommendations does this jury make to address the issues identified?</b>	<b>Please identify timeframe: (see below)</b>
1. <i>There are currently no outcome weightings. This creates an imbalance in the assessment and focus of study.</i>	<ul style="list-style-type: none"> <li>In the overall assessment for each unit outcomes 1, 2, 3 will comprise 30% of the final grade. Outcome four will make up the remaining 10%</li> <li>This would tighten the scope of the subject and align more closely with industry</li> </ul>	<b>Short term (for start of 2008)</b>
2. <i>A spiral curriculum design does not suit all areas of aviation, eg meteorology and navigation.</i>	<ul style="list-style-type: none"> <li>The major topics of study presently spread over 2 stages be spread over 1 stage.</li> </ul>	<b>Short term</b>
3. <i>Confusion to levels will continue if they remain in the course document. Eg page 23 of 2008 document under sub heading course unit.</i>	<ul style="list-style-type: none"> <li>Remove all references to levels from the document, with exception to the outcomes progressions in the course documents.</li> </ul>	<b>Short term</b>
4. <i>Insufficient gap between moderation and when students sit their external exams.</i>	<ul style="list-style-type: none"> <li>Moderation needs to done at least 1 month before external assessment begins as students need their work to study.</li> </ul>	<b>This is urgent for current year 12 students. Medium term</b>
5. <i>Currently there is difficulty in mapping marks and grades accurately to grade related descriptors as currently expressed.</i>	<ul style="list-style-type: none"> <li>% based Grade related descriptors be developed for each individual unit rather than each stage.</li> </ul>	<b>Short term</b>
6. <i>The high frequency of Moderation meetings are creating increased work load on teachers, and cost on schools.</i>	<ul style="list-style-type: none"> <li>No more than 1 moderation meeting per year. Eg 1 meeting for year 12, and 1 meeting for yr 11 each year.</li> </ul>	<b>Medium term</b>
7. <i>Huge burden for country students to have to fly into Perth for practical exams.</i>	<ul style="list-style-type: none"> <li>Regionally based practical exams be available.</li> </ul>	<b>Medium term</b>

<p>8. <i>There is limited information to guide examination preparation.</i></p>	<ul style="list-style-type: none"> <li>• Sample exam (written and practical) based on 2007 course to be provided to all teachers prior to 2007 exams.</li> <li>• Examination report be provided to all teachers early term 1 to allow time to adjust studies.</li> <li>• Provide Teachers with a cover page of this years WACE exam ASAP.</li> <li>• Provide guidance and content that will be used in this years TEE exam.</li> <li>• At next weeks moderation meeting include discussion on the practical exam.</li> </ul>	<p><b>Urgent, Short term</b></p> <p><b>Short term</b></p> <p><b>Urgent</b></p> <p><b>Urgent</b></p>
<p>9. <i>Students with high educational support needs are not catered for in the current course.</i></p>	<ul style="list-style-type: none"> <li>• Re-examine stage 1 units to extend the number of units offered.</li> </ul>	<p><b>Medium term</b></p>
<p>10. <i>Years 8-10 aviation outcomes not aligned to 11-12 outcomes.</i></p>	<ul style="list-style-type: none"> <li>• CC to determine the feasibility of extending outcomes of yr 11 and 12 into lower school eg reporting and reporting software.</li> </ul>	<p><b>Short term</b></p>
<p>11. <i>Lack of accountability and Responsiveness within CC for this course.</i></p>	<ul style="list-style-type: none"> <li>• Appoint a liaison officer that has some background in aviation. ASAP</li> </ul>	<p><b>Short term</b></p>

Submission authors called: No Submissions received for AVIATION.  
Curriculum writer called: Yes – The Manager attended.

**Time Frames:** **Short term** = before end of 2007, **Medium term** = prior to June PD day 2008, **Longer term** = past June 1 PD day 2009

## Engineering

Jury Report: ENGINEERING COURSE 29 August 2007		
No. of JURORS: 10. FACILITATOR: Dr Marie Martin SCRIBE: Rebecca Martin		
<i>What are the issues that have emerged relating to the ENGINEERING COURSE and its implementation?</i>	<i>What recommendations does this jury make to address the issues identified?</i>	Please identify timeframe: (see below)
<b>Content</b>		
<i>Engineering course is too broad, and contains too much: it cannot be completed in 55 hours of class time.</i>	<ul style="list-style-type: none"> <li>• Outcomes 1 and 4 (design process and engineering in society) are the core content of the Engineering course – these need to be broadly phrased, requiring no specialist field knowledge. Outcomes 2 and 3 are to be field-specific for Mechanical, Electrical, and Systems and Controls.</li> <li>• Decision of which field to offer will be made at a school level, sensitive to school facilities and teacher skills.</li> </ul>	<b>2008</b>
<i>Resources – the imposition of the exam makes it necessary to ensure that all schools are working from comparable resources, information and material.</i>	<ul style="list-style-type: none"> <li>• There needs to be a common resource for each unit which is aligned with the syllabus and available to all schools, e.g. an information and resource website compiled and maintained by the Curriculum Council and student workbooks, to ensure that the versions of formulae, etc. are shared between students.               <ul style="list-style-type: none"> <li>○ This resource must include worked examples of calculations, scientific terminology and core content.</li> <li>○ Printed versions must be made available to schools without internet access.</li> </ul> </li> <li>• Teachers need to be offered content-based up-skilling in order to teach this new course during school time, e.g. a TAFE unit, recognised training or competencies. Funding needs to be provided for this.</li> <li>• Minimum facilities necessary to teach the field-specific aspect of the course should be held by each school teaching the unit and professionally maintained.</li> </ul>	<b>2008 – website</b> <b>2009 – textbook and workbook</b>  <b>2009</b> <b>2008</b>

<b>Assessment</b>		
<i>Difference between levels and grades are confusing.</i>	<ul style="list-style-type: none"> <li>Grade descriptors for each outcome and each unit to be completed and released ASAP with student work samples demonstrating the grades.</li> </ul>	<b>ASAP</b>
<i>Weighting ranges are too broad, creating worries about comparability.</i>	<ul style="list-style-type: none"> <li>Weighting ranges to be reduced to a 10% variance rather than a 20% variance.</li> </ul>	<b>2008</b>
<b>Exam</b>		
<i>Exam covers material and terminology not studied in some contexts, e.g. Questions 8 &amp; 10 in the core content of the existing Exam 3 are field specific, and not core content.</i>	<ul style="list-style-type: none"> <li>The exam should contain only the knowledge, language and contexts that are contained in the syllabus.</li> <li>Exam should contain two sections, A and B. Section A is a general area, with questions drawn only from Outcomes 1 and 4, which are core material. Section B should draw from Outcomes 2 and 3, and be streamed for the three fields within the course: Mechanical, Electrical, and Systems and Controls.</li> </ul>	<b>2008</b>
<i>Marking schemes are vague. Students should possess "an understanding". When levels were going to be assessed, this was appropriate. With the imposition of an exam, it is not.</i>	<ul style="list-style-type: none"> <li>The extent to which students are expected to understand things should be specified. Specific examples for each unit would be the simplest way to do this.</li> </ul>	<b>2007</b>
<b>Pathways</b>		
<i>Engineering is not currently recognised as a prerequisite for university level Engineering courses, leading higher-level students to avoid the course as an option.</i>	<ul style="list-style-type: none"> <li>Universities to be lobbied to include Engineering as a course prerequisite for Engineering courses.</li> </ul>	<b>Start lobbying now.</b>

Submission authors called: No Submissions received

Curriculum writer called: Yes Curriculum writer and Director of Curriculum

**Time Frames:** **Short term** = before end of 2007, **Medium term** = prior to June PD day 2008, **Longer term** = past June 1 PD day 2009

**Earth and Environmental Science**

<b>Draft Jury Report: EARTH AND ENVIRONMENTAL SCIENCE 30 August 2007</b>		
<b>No. of JURORS: 9.</b>	<b>FACILITATOR: Joel Levin</b>	<b>SCRIBE: Sally Lynch</b>
<b><i>What are the issues that have emerged relating to the EARTH AND ENVIRONMENTAL SCIENCE Course and its implementation?</i></b>	<b><i>What recommendations does this jury make to address the issues identified?</i></b>	<b>Please identify timeframe: (see below)</b>
1. <i>There is too large a focus on geology within the unit content which is distracting from the environmental area of study.</i>	<ul style="list-style-type: none"> <li>• The syllabus represents that there is a even balance between earth and environmental sciences.</li> <li>• Review existing syllabus to adjust the current imbalance.</li> <li>• To consult an environmental scientist re possible topics to be added.</li> </ul>	<p><b>Short term</b></p> <p><b>Short term</b></p>
2. <i>Course document layout is unclear, ambiguous and does not match up.</i>	<ul style="list-style-type: none"> <li>• Provide behavioural objectives to clarify essential content in greater detail. (unit by unit, in dot points with examples, depth of knowledge and teaching time required)</li> <li>• CC to consult with teachers to validate time estimates.</li> </ul>	<p><b>Short term</b></p> <p><b>Short term</b></p>
3. <i>Sample exam does not appear to match the syllabus.</i>	<ul style="list-style-type: none"> <li>• Above will solve</li> <li>• Sample exam to be provided with matrix to show relationship between course outcomes/units and exam questions.</li> </ul>	<p><b>Medium term</b></p> <p><b>End of term 1</b></p>
4. <i>Assessments need greater clarity on depth of study.</i>	<ul style="list-style-type: none"> <li>• Covered above.</li> <li>• Convert assessment table to clear dot points to make it student friendly.</li> </ul>	<p><b>Short term</b></p>
5. <i>External exam does not allow for teaching in different contexts.</i>		
6. <i>Uneven allocation of content in units, creates unbalanced teaching plans.</i>	<ul style="list-style-type: none"> <li>• Outcomes in recommendation number 2 addressed this.</li> </ul>	<p><b>Short term</b></p>
7. <i>Teaching topics need more clarity on the depth of study.</i>		
9. <i>Appears to be too much repetition in units</i>	<ul style="list-style-type: none"> <li>• Review application of spiral curriculum design to reduce</li> </ul>	<p><b>Short term</b></p>

<i>and across stages.</i>	unnecessary repetition.	
10. <i>There are no answers in the marking key to guide teaching plans. (Levelling guide has been re named as a marking guide)</i>	<ul style="list-style-type: none"> <li>• Been addressed by 2009 stage 3 exam making key.</li> </ul>	
11. <i>Still reference to levels in course documents.</i>	<ul style="list-style-type: none"> <li>• Remove all references to levels in documentation.</li> <li>• Remove outcome progressions.</li> </ul>	<b>Short term</b>
12. <i>No support material for 1a, 3a, and 3b.</i>	<ul style="list-style-type: none"> <li>• Provide page of environmental science resource guide and links.</li> <li>• Arrange support material by units and in a consistent format. (each item to label which content it addresses)</li> </ul>	<b>Ongoing until a suitable text is provided</b>
13. <i>Unbalanced representation of support material between the earth and the environmental science content.</i>	<ul style="list-style-type: none"> <li>• Covered by recommendation number 12.</li> </ul>	<b>Short term</b>
14. <i>Curriculum Council branding on suggested resource materials give an impression of 'official' content.</i>	<ul style="list-style-type: none"> <li>• Ensure resource material is labelled as suggested materials only.</li> </ul>	<b>Short term</b>
15. <i>Current weightings bias towards students who can do well in assignments. This does not train them for doing well in the exam</i>	<ul style="list-style-type: none"> <li>• Modify unit 2 and 3 weightings to reflect investigation 10-30%, test and exam 30-60% and extended task 20-40%.</li> </ul>	<b>Short term</b>
16. <i>Lack of class resources and text makes it difficult to cover course content (time and cost source) in an engaging way.</i>	<ul style="list-style-type: none"> <li>• CC investigates avenues for access to resources.</li> </ul>	<b>Short term For 3a and 3b, medium term</b>

Submission authors called: There were no submissions received for this course.  
Curriculum writer called: Yes

**Time Frames:** **Short term** = before end of 2007, **Medium term** = prior to June PD day 2008, **Longer term** = past June 1 PD day 2009

**English and an Additional Language/Dialect**

**Draft Jury Report: ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT COURSE 30  
August 2007**

**No. of JURORS: 10. FACILITATOR: Dr Anna Alderson SCRIBE: Mark Alderson**

<b><i>What are the issues that have emerged relating to the ENGLISH AS A SECOND LANGUAGE DIALECT Course and its implementation?</i></b>	<b><i>What recommendations does this jury make to address the issues identified?</i></b>	<b>Please identify timeframe: (see below)</b>
<i>Expectations of 1A is that students can already comprehend English.</i>	<ul style="list-style-type: none"> <li>• Content of course gets changed to reflect the levels 1-4.</li> <li>• This issue should be referred to the Inclusivity Reference Group.</li> </ul>	<b>Short term</b>
<i>Structure of content.</i>	<ul style="list-style-type: none"> <li>• 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...”)</li> </ul>	<b>Short term</b>
<i>Consistency of terminology.</i>	<ul style="list-style-type: none"> <li>• Widespread consultations with teachers before changes are made. Eg. Course standards / outcome progressions.</li> </ul>	<b>Ongoing</b>
<i>Conduct and access &amp; content of PD.</i>	<ul style="list-style-type: none"> <li>• Better communication about PD available &amp; methods.</li> <li>• Better access for country teachers.</li> <li>• Mapping levels to grades (including PD about grades).</li> <li>• Comparability of complexity, &amp; sharing of tasks.</li> <li>• Appointment of a support person.</li> </ul>	<b>Short term</b>
<i>Consultation.</i>	<ul style="list-style-type: none"> <li>• Should be well planned, measured, widespread &amp; exhaustive. Eg. Facilitated discussion/working groups by teachers, Facilitated discussion/working groups by teachers.</li> <li>• GRD's need to be seen by teachers before implementation.</li> <li>• Ensure information form CC is Accurate. Eg. That the stage 2 GRD's had been written, when only writing had been.</li> </ul>	<b>Short term</b>

<i>Formatting.</i>	<ul style="list-style-type: none"> <li>Reformatted for desktop readability &amp; made user friendly.</li> </ul>	<b>Short term</b>
<i>Units 3A &amp; 3B.</i>	<ul style="list-style-type: none"> <li>Bring 3A &amp; 3B in to line with current year 12 ESL course.</li> <li>When time &amp; technology permit, we would appreciate the flexibility to be allowed to pair 2B &amp; 3A.</li> </ul>	<b>Long term</b>
<i>Exams.</i>	<ul style="list-style-type: none"> <li>Not enough emphasis on accuracy of expressions and conventions of writing.</li> <li>Prioritise inclusion of speaking component in exam to overcome the heavy emphasis on reading. For 2008 the weighting of reading needs to be reduced.</li> </ul>	<b>Medium term</b>
<i>Glossary.</i>	<ul style="list-style-type: none"> <li>Ensure inclusion of glossary.</li> </ul>	<b>Short term</b>

Submission authors called: Yes

Curriculum writer called: Course Manager

**Time Frames:** **Short term** = before end of 2007, **Medium term** = prior to June PD day 2008, **Longer term** = past June 1 PD day 2009

### **Media Production and Analysis**

**Draft Jury Report: MEDIA PRODCUTION and ANALYSIS COURSE 30 August 2007**

**No. of JURORS: 10. FACILITATOR: Ms Christine Moro SCRIBE: Kim Brooklyn**

<b><i>What are the issues that have emerged relating to the MEDIA PRODCUTION and ANALYSIS COURSE and its implementation?</i></b>	<b><i>What recommendations does this jury make to address the issues identified?</i></b>	<b>Please identify timeframe: (see below)</b>
<ul style="list-style-type: none"> <li>• <i>3B is too complex, and there is too much content to cover in 11 weeks allocated.</i></li> <li>• <i>Course content is too hard to achieve university level (even for top achievers) – Level 6</i></li> <li>• <i>3A is a more engaging unit and more doable for students, however there is too much content to cover in the time.</i></li> </ul>	<ul style="list-style-type: none"> <li>• The Curriculum Council convene a reference group consisting of current juror representatives to review, reduce and simplify 3A and 3B.</li> </ul>	<b>Short term</b>
<ul style="list-style-type: none"> <li>• <i>1A- 3B too much content and there needs to be more choice for students (ie 1C -1D</i></li> </ul>	<ul style="list-style-type: none"> <li>• The content of the course needs to be reduced.</li> <li>• There needs to be an introduction of 1C and 1D</li> <li>• That 1C and 1D to have same weighting as 1A and 1B</li> </ul>	<b>Medium term</b>
<ul style="list-style-type: none"> <li>• <i>Access to teaching materials is challenging, especially where sites are blocked and there are copy-write issues</i></li> </ul>	<ul style="list-style-type: none"> <li>• The Curriculum Council to source teaching materials similar to those made available to Media teachers in the Eastern States (i.e. CMIS websites)</li> </ul>	<b>Short term</b>
<ul style="list-style-type: none"> <li>• <i>Impact of national curriculum on this State course</i></li> </ul>	<ul style="list-style-type: none"> <li>• To reduce changes, WA to adopt the major premises of the National Curriculum as soon as possible.</li> </ul>	<b>Long term</b>
<ul style="list-style-type: none"> <li>• <i>Level 2A - 3B 'Controls and Constraints' of production are too complex to teach and too hard to verify that the students work is factual or correct. This is related to Stage 2 and above, whereas Stage 1 is acceptable.</i></li> </ul>	<ul style="list-style-type: none"> <li>• It is recommended that the basic concepts remain the same across all units (i.e. the descriptors from Stage 1 work across all stages)</li> </ul>	<b>Short term</b>

<ul style="list-style-type: none"> <li>• <i>Too much covered in the exam</i></li> </ul>	<ul style="list-style-type: none"> <li>• The exam should reflect the new recommended course which will have less content than is currently the case.</li> </ul>	<b>Long term</b>
<ul style="list-style-type: none"> <li>• <i>There is no recommended text</i></li> </ul>	<ul style="list-style-type: none"> <li>• A list of recommended text needs to be developed in consultation with Media Production and Analysis teachers.</li> </ul>	<b>Short term</b>
<ul style="list-style-type: none"> <li>• <i>Teachers and others do not recognise the Media course as a TEE level course</i></li> </ul>	<ul style="list-style-type: none"> <li>• The Curriculum Council develop some public relations material explaining the relative worth of courses that have not been historically associated with TEE.</li> </ul>	<b>Short term</b>
<ul style="list-style-type: none"> <li>• <i>Technical support is needed during class time</i></li> </ul>	<ul style="list-style-type: none"> <li>• While the jury is aware that this is a school based issue, it is recommended that the Curriculum Council refers to a need for technical support in the delivery of this course (i.e. in the syllabus).</li> </ul>	<b>Short term</b>
<ul style="list-style-type: none"> <li>• <i>Old and/or insufficient equipment</i></li> </ul>	<ul style="list-style-type: none"> <li>• While the jury is aware that this is a school based issue, it is recommended that the Curriculum Council identify basic equipment in the syllabus.</li> </ul>	<b>Medium term</b>
<ul style="list-style-type: none"> <li>• <i>Class sizes too big for the equipment that is available</i></li> </ul>	<ul style="list-style-type: none"> <li>• While the jury is aware that this is a school based issue, it is recommended that the Curriculum Council note that students have access to appropriate equipment.</li> </ul>	<b>Medium term</b>
<ul style="list-style-type: none"> <li>• <i>Production is not given enough weighting via external assessment</i></li> </ul>	<ul style="list-style-type: none"> <li>• This jury recommends that the practical element of the external assessment/exams should be set at 50% at a minimum.</li> </ul>	<b>Medium term</b>
<ul style="list-style-type: none"> <li>• <i>The course is not considered to be a practical area of study. There are safety issues related to filming and production tasks.</i></li> </ul>	<ul style="list-style-type: none"> <li>• See above regarding suggestions regarding school based issues</li> </ul>	
<ul style="list-style-type: none"> <li>• <i>There are no course pre-requisites</i></li> <li>• <i>Media seen as “dumping ground” only – some students</i></li> </ul>	<ul style="list-style-type: none"> <li>• Pre-requisite to be included in the course syllabus. Students need to have completed 2A and 2B as a prerequisite to being accepted into 3A and 3B.</li> </ul>	<b>Medium term</b>

<i>going to TEE</i>		
<ul style="list-style-type: none"> <li>• <i>Difficult to obtain copy-write and permission to reproduce material.</i></li> <li>• <i>Liability Issues regarding reproduction of photos, materials</i></li> </ul>	<ul style="list-style-type: none"> <li>• That the Curriculum Council work in collaboration with the Reference Group to determine guidelines regarding copy write and permission</li> </ul>	<b>Short – Medium term</b>
<ul style="list-style-type: none"> <li>• <i>Current descriptors relate to bands and levels</i></li> </ul>	<ul style="list-style-type: none"> <li>• New descriptors need to be developed that are reflective of the content of each stage.</li> </ul>	<b>Short term</b>
<ul style="list-style-type: none"> <li>• <i>Confusion about how outcomes now fit, especially given the language is still being used in the syllabus.</i></li> </ul>	<ul style="list-style-type: none"> <li>• That all reference to the term 'outcomes' be removed from the syllabus, and that this term be replaced with the GRD matrix that is reflective of the essential content for each of the stages and essential learning areas (with exemplars).</li> </ul>	<b>Short term</b>
<ul style="list-style-type: none"> <li>• <i>There is no marking PD.</i></li> <li>• <i>There is no consistent percentage cut offs between grades</i></li> </ul>	<ul style="list-style-type: none"> <li>• Teachers need to have exposure to PD and support to learn new marking systems for both assessment and grade allocation (as per English).</li> </ul>	<b>Short term</b>
<ul style="list-style-type: none"> <li>• <i>As a result of the changes it is now impossible to have consistency between schools/assessors (comparability)</i></li> </ul>	<ul style="list-style-type: none"> <li>• CC to provide MCJ (Making consistent judgements) or consensus meetings relative to the new course</li> </ul>	<b>Short term</b>

Submission authors called: No submissions were received for this course  
Curriculum writer called: Yes, Course Manager and Director of Curriculum

**Time Frames:** **Short term** = before end of 2007, **Medium term** = prior to June PD day 2008, **Longer term** = past June 1 PD day 2009

### **Physical Education Studies**

**Draft Jury Report: PHYSICAL EDUCATION STUDIES COURSE 30 August 2007**

**No. of JURORS: 10. FACILITATOR: Dr Marie Martin SCRIBE: Rebecca Martin**

<b><i>What are the issues that have emerged relating to the PHYSICAL EDUCATION COURSE and its implementation?</i></b>	<b><i>What recommendations does this jury make to address the issues identified?</i></b>	<b><i>Please identify timeframe: (see below)</i></b>
<i>A great deal of material is to be presented on October 15<sup>th</sup> PD session, which the jury cannot yet deliberate on.</i>	<ul style="list-style-type: none"> <li>We recommend that the people of this jury be involved in the ARM panel which is to convene approximately 2-3 weeks after the October 15<sup>th</sup> PD, to discuss the new material and provide appropriate feedback on and recommendations for it.</li> </ul>	<b>Short term</b>
<i>Time for jury process is limited.</i>	<ul style="list-style-type: none"> <li>Involvement in the ARM panel after the October 15 PD will allow the people of this jury to more adequately address the range of issues and make any additional recommendations required. The jury requests that scope and sequence documents be available at this next deliberation.</li> </ul>	<b>2007</b>
<i>Many students have not chosen Physical Education as a TEE pathway – they need to be accommodated.</i>	<ul style="list-style-type: none"> <li>1C/1D is being developed as a non-TEE pathway. To be reviewed after October 15<sup>th</sup> PD.</li> </ul>	<b>2008</b>
<i>Insufficient grade related descriptors – more aspects to be given with assessments</i>	<ul style="list-style-type: none"> <li>To be reviewed after October 15<sup>th</sup> PD.</li> </ul>	<b>Short term</b>
<i>Course and assessment items are vague</i>	<ul style="list-style-type: none"> <li>To be reviewed after October 15<sup>th</sup> PD.</li> </ul>	<b>Short term</b>
<i>Assessment tasks are very broad; teachers must break them down to create suitable assessments for their school.</i>	<ul style="list-style-type: none"> <li>Exemplars should be provided at PD on October 15, after which the issue will be rediscussed.</li> </ul>	
<i>Balance of content in 1A/1B does not match balance of assessment.</i>	<ul style="list-style-type: none"> <li>To be reviewed after October 15<sup>th</sup> PD.</li> </ul>	<b>Short term</b>

<b>Content</b>		
<p><i>Reducing essential content, especially biomechanics, which is very advanced. Umpiring has been removed from the content (thought not the assessment) – this is unacceptable.</i></p>	<ul style="list-style-type: none"> <li>• While we are unaware of the content of 1C/D we would like to think umpiring, extended practical coaching and general first aid would be included – theoretical areas that can be applied practically. We would also like to move the psychological dimensions in 1A/1B into 1C/1D – this content is too complicated for the A/B courses. We also wish to be sure that material from 2A does not slip back into the 1C/1D courses.</li> </ul>	<p><b>2008</b></p>
<p><i>Essential content – social dimensions is very broad, and very hard to assess.</i></p>	<ul style="list-style-type: none"> <li>• Embed social dimensions and mental skills in Skills for Physical Activity: it can only be assessed in a practical context.</li> </ul>	<p><b>2008</b></p>
<p><i>3A/3B is a struggle not just for the students, but for the teachers as well, whose training does not allow them to teach the unit.</i></p>	<ul style="list-style-type: none"> <li>• Curriculum writing and up skilling should target the 3B course first, and then move on to the lower-level courses. This up skilling must cover biomechanics, and must be more than a one-day workshop.</li> <li>• Teachers have not yet taught Stage 3 courses, and are willing to attempt it given the up skilling requested. We also recommend the Stage 3 courses go through another jury process at the end of 2008, when teachers have experience with this course, so that further recommendations about content and skilling can be made.</li> </ul>	<p><b>2008</b></p> <p><b>2009</b></p>
<p><i>Carrying themes through from one Stage to another, or limiting them. The jury recommends that information be chunked.</i></p>	<ul style="list-style-type: none"> <li>• The spiral curriculum does not work for this course of study. All stages should be chunked, bringing related information together in a sequence with a logical flow, rather than spiralling.</li> </ul> <p>For example, in Stage 1: Physiology &amp; function should lead into training principles and the tasks related to that, then into coaching style, and the tasks related to that. Physical activity skills are conducted on the side throughout this. Biomechanics comes in at 1C and 2A (with 2A more rigorous, and 1C a more</p>	<p><b>2008</b></p>



<i>Examination of practical component.</i>	<ul style="list-style-type: none"> <li>• This jury supports the external live performance exams that have been planned.</li> </ul>	<b>2008</b>
<i>Changes have been made during the implementation of a course.</i>	<ul style="list-style-type: none"> <li>• When changes are made, they are to be implemented for NEXT semester, not THIS semester. Changes during a course are unprofessional.</li> </ul>	<b>2008</b>

Submission authors called: No, the submissions received were self explanatory.  
Curriculum writer called: Yes: Course Manager.

**Time Frames: Short term** = before end of 2007, **Medium term** = prior to June PD day 2008, **Longer term** = past June 1 PD day 2009

## **APPENDIX 2 Round C Teacher Jury Evaluation Results**

### **Evaluation of Juries convened 29 August 2007**

*Applied Information Technology*

*Aviation*

*Engineering*

### **Evaluation of Juries convened 30 August 2007**

*Earth and Environmental Science*

*English as an Additional Language/Dialect*

*Media Production and Analysis*

*Physical Education Studies*

## Applied Information Technology

Wednesday 29th August 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 results 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	0	8	1	0
3. PROVIDED ME ADEQUATE OPPORTUNITY TO <u>CONTRIBUTE MY VIEWS</u> TO THE DECISIONS MADE:	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	1	4	4
4. PROVIDED ME AN <u>APPROPRIATELY SECURE ENVIRONMENT</u> FOR THE JURY PROCESS:	NOT AT ALL	SLIGHTLY	FAIR AMOUNT	MOSTLY	COMPLETELY
	0	0	1	1	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	1	0	6	2	0

**X** = majority responses

### We:

5. WE DISCUSSED ALL ISSUES THAT I CONSIDER RELEVANT	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	1	4	4
6. ACHIEVED OUR GOALS	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	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	5	2

**As well, the respondents offered qualitative information as follows:**

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

1. Divide the course up into content, assessment, exams, & comment on each section to avoid jumping from section to section.
2. Have the external examination writer available.
3. More access to curriculum managers (time wise).
4. More time to discuss.
5. Not conducted at night.

**Applied Information Technology (Continued)**

Wednesday 29th August 2007

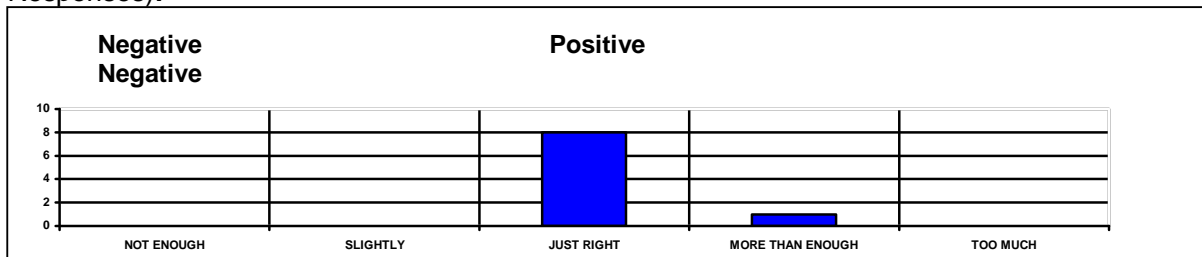
**Further qualitative statements from respondents include:**

<p><b>The <u>best</u> thing about this Jury was...</b> (8 responses):</p>	<p><b>The <u>worst</u> thing about this Jury was...</b> (7 responses):</p>
<ol style="list-style-type: none"> <li>1. The ability to be able to express views on this course as a teacher.</li> <li>2. Everybody was allowed to put points forward.</li> <li>3. The chance to discuss the issues about the new course.</li> <li>4. Discussion with other teachers on the units.</li> <li>5. Wide variety of teachers.</li> <li>6. Being able to hear others' views and contribute my own.</li> <li>7. The opportunity to discuss issues and get feedback.</li> <li>8. Teachers able to express their views and be heard.</li> </ol>	<ol style="list-style-type: none"> <li>9. One person spoke too much.</li> <li>10. Sometimes things were discussed that weren't relevant.</li> <li>11. No submissions were available to consider.</li> <li>12. Lateness in the day.</li> <li>13. Time spent on each point. Strict comment time (timed).</li> <li>14. Long.</li> <li>15. Too late – course already implemented.</li> </ol>

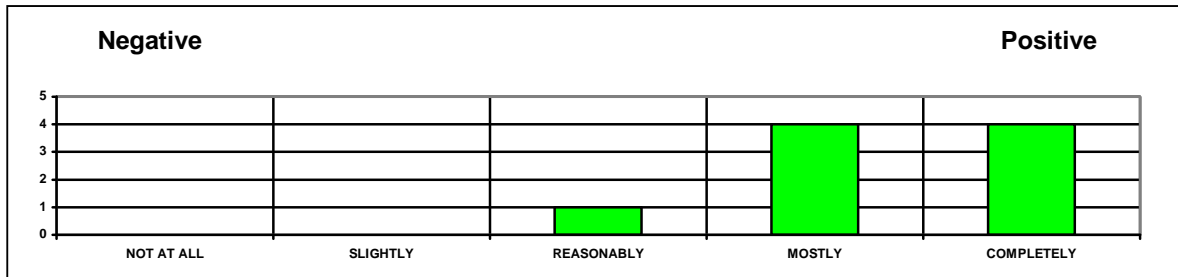
<p><b>Other Comments:</b> ( 3 responses):</p>
<ol style="list-style-type: none"> <li>1. A very fair facilitator.</li> <li>2. Thank you.</li> <li>3. Good.</li> </ol>

**GRAPHICAL REPRESENTATION OF THE TABLES FROM PAGE 1 FOLLOW:**

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



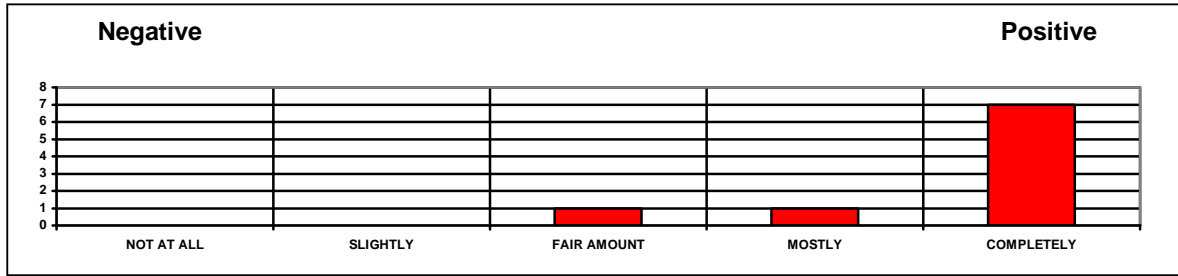
**3. The Jury provided me adequate opportunity to contribute my views to the decisions made:**



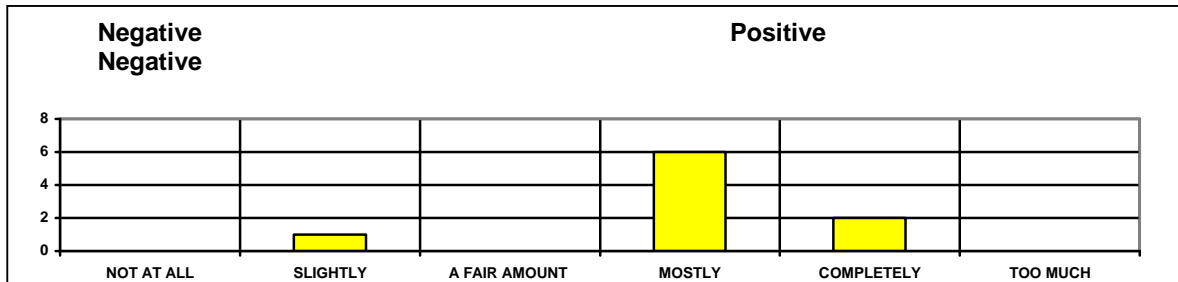
**Applied Information Technology (Continued)**

Wednesday 29th August 2007

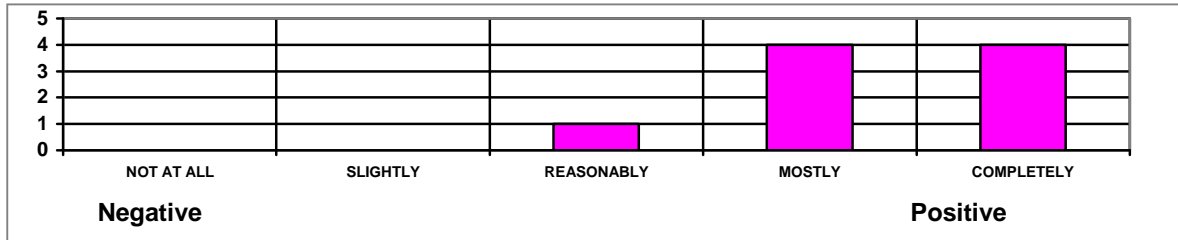
**4. The Jury provided an adequately secure environment for the Jury process:**



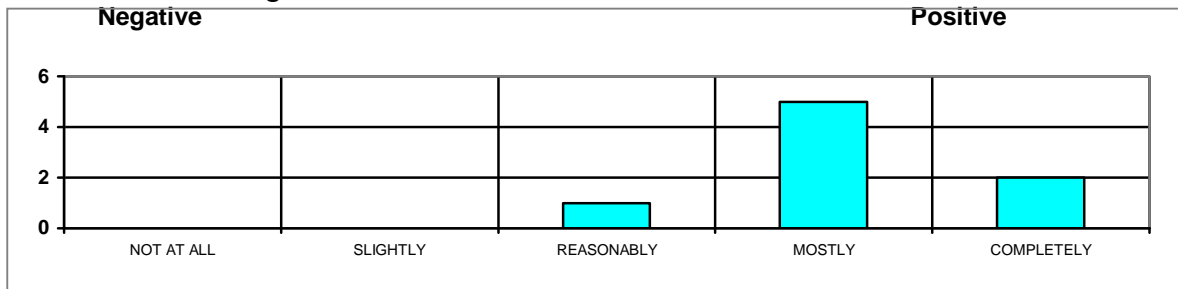
**2. The Jury provided me an appropriate depth and detail of information to meet my needs:**



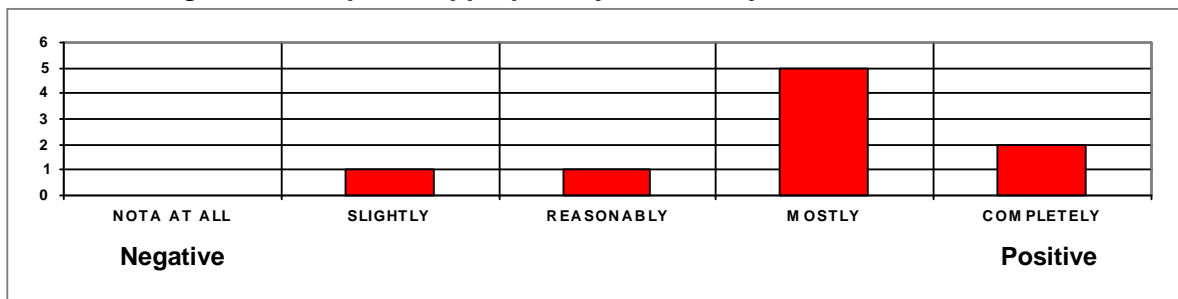
**5. We discussed all issues that I consider relevant:**



**6. We achieved our goals:**



**7. Time management was paced appropriately to meet my needs:**



## Aviation

Wednesday 29th August 2007

The responses of the 5 of this group are reported here and are 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 in the session - and the results are valid on that level. If data is extrapolated across all juries for Round C, the statistical validity of aggregated results will be established.

### ***This Teacher Jury (5 Respondents):***

PROMPT	NOT ENOUGH	SLIGHTLY	JUST RIGHT	MORE THAN ENOUGH	TOO MUCH
1. PROVIDED AN APPROPRIATE AMOUNT OF INFORMATION TO MEET MY NEEDS:	0	0	3	2	0
3. PROVIDED ME ADEQUATE OPPORTUNITY TO <u>CONTRIBUTE MY VIEWS</u> TO THE DECISIONS MADE:	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	0	0	5
4. PROVIDED ME AN APPROPRIATELY <u>SECURE ENVIRONMENT</u> FOR THE JURY PROCESS:	NOT AT ALL	SLIGHTLY	FAIR AMOUNT	MOSTLY	COMPLETELY
	0	0	0	0	5

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	0	1	4	0

**X** = majority responses

### ***We:***

5. WE DISCUSSED ALL ISSUES THAT I CONSIDER RELEVANT	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	1	0	4
6. ACHIEVED OUR GOALS	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	1	1	3

### ***Time management of this Jury was:***

7. TIME MANAGEMENT WAS PACED APPROPRIATELY TO MY NEEDS	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	0	0	5

### ***As well, the respondents offered qualitative information as follows:***

<b><i>The one thing that could be done to improve this Jury is...:( 3 responses):</i></b>
1. To have had process 4 years ago!
2. Nil.
3. None

**Aviation (Continued)**  
Wednesday 29th August 2007

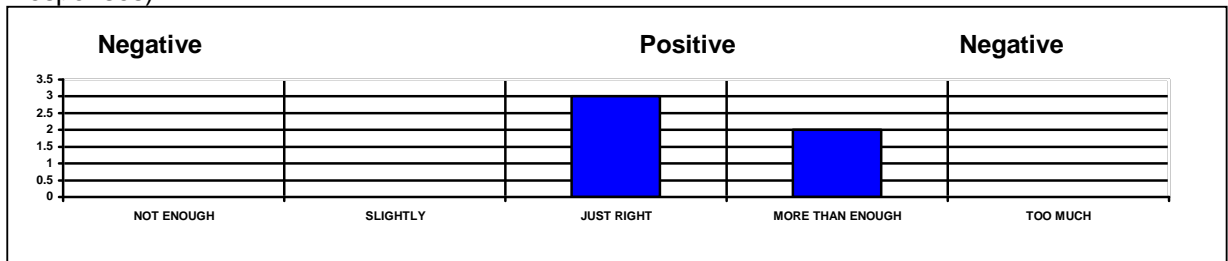
**Further qualitative statements from respondents include:**

<p><b><i>The best thing about this Jury was... (5 responses):</i></b></p> <ol style="list-style-type: none"> <li>1. Enabled open unbiased discussion to take place.</li> <li>2. Very well facilitated by Joel.</li> <li>3. Clear resolution of major issues.</li> <li>4. The impression that teachers have the ability to change courses.</li> <li>5. Good flow, kept to task, no individuals allowed to waffle on!</li> </ol>	<p><b><i>The worst thing about this Jury was... (4 responses):</i></b></p> <ol style="list-style-type: none"> <li>1. Nothing was bad.</li> <li>2. Nil.</li> <li>3. It was nothing we had not raised to the council on many prior occasions.</li> <li>4. None.</li> </ol>
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<p><b><i>Other Comments: (3 responses):</i></b></p> <ol style="list-style-type: none"> <li>1. Joel was an excellent facilitator.</li> <li>2. Enjoyed being part of this process. Very constructive.</li> <li>3. Good, process went smoothly and efficiently.</li> </ol>
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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):**

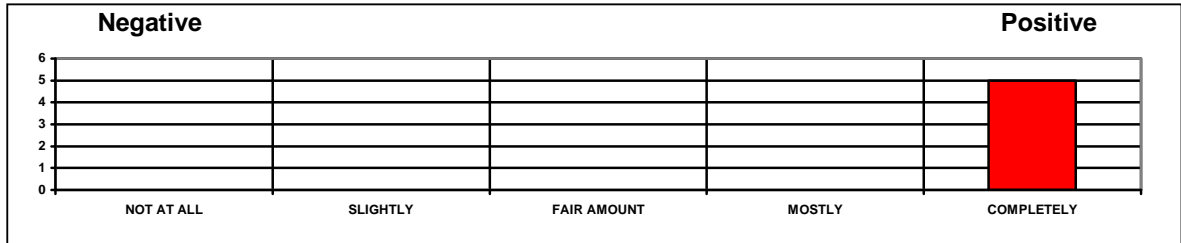


**3. The Jury provided me adequate opportunity to contribute my views to the decisions made:**

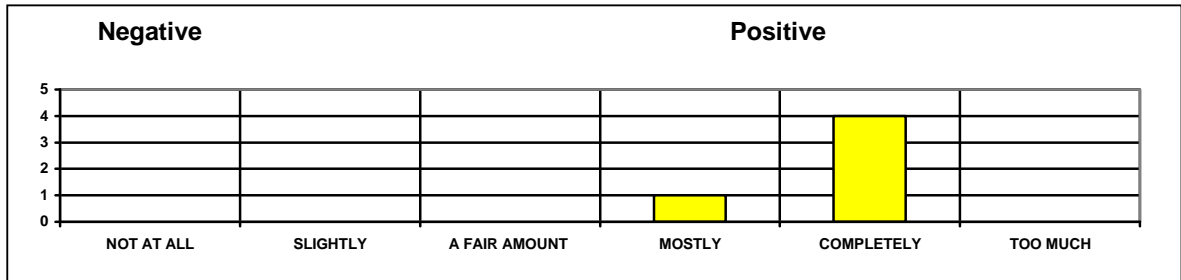


**Aviation (Continued)**  
 Wednesday 29th August 2007

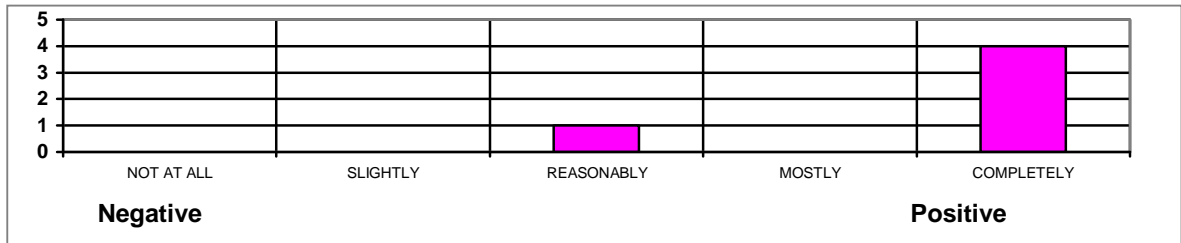
**4. The Jury provided an adequately secure environment for the Jury process:**



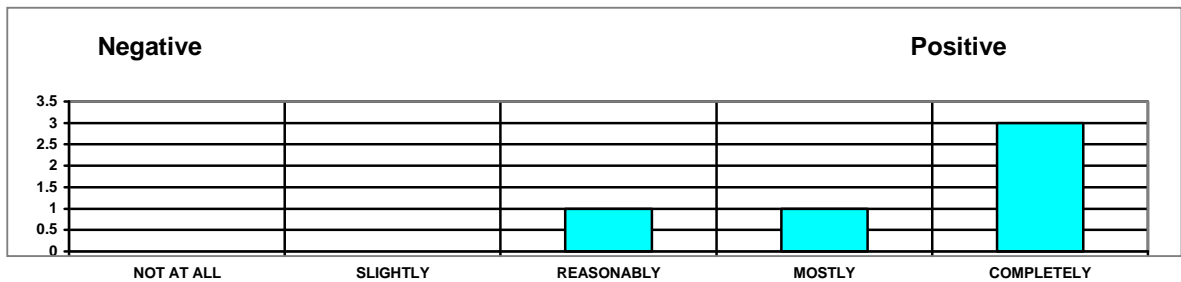
**2. The Jury provided me an appropriate depth and detail of information to meet my needs:**



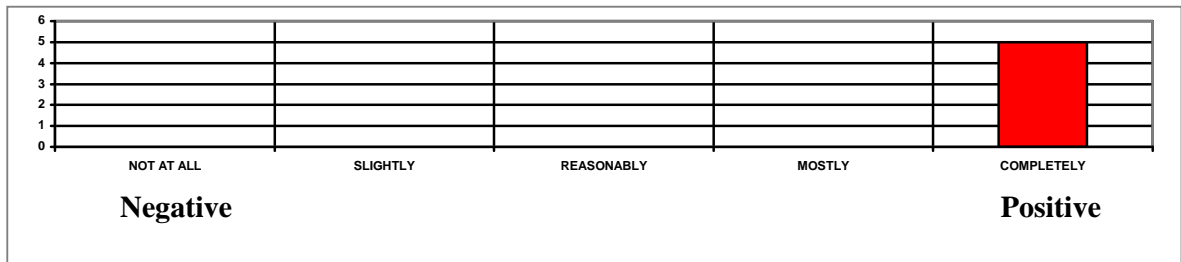
**5. We discussed all issues that I consider relevant:**



**6. We achieved our goals:**



**7. Time management was paced appropriately to meet my needs:**



## Engineering Studies

Wednesday 29th August 2007

The responses of the 10 of this group are reported here and are generally positive. Although less than the necessary 45 for the data to have statistical significance, this report provides insight into the views of the participants in the session - and the results are valid on that level. If data is extrapolated across all juries for Round C, the statistical validity of aggregated results 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:	0	0	4	6	0

3. PROVIDED ME ADEQUATE OPPORTUNITY TO <u>CONTRIBUTE MY VIEWS</u> TO THE DECISIONS MADE:	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	0	4	6
4. PROVIDED ME AN APPROPRIATELY <u>SECURE ENVIRONMENT</u> FOR THE JURY PROCESS:	NOT AT ALL	SLIGHTLY	FAIR AMOUNT	MOSTLY	COMPLETELY
	0	0	0	0	10

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	5	4	0

**X** = majority responses

### ***We:***

5. WE DISCUSSED ALL ISSUES THAT I CONSIDER RELEVANT	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	0	7	3
6. ACHIEVED OUR GOALS	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	1	6	3

### ***Time management of this Jury was:***

7. TIME MANAGEMENT WAS PACED APPROPRIATELY TO MY NEEDS	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	2	5	3

### **As well, the respondents offered qualitative information as follows:**

<b><i>The one thing that could be done to improve this Jury is...:( 7 responses):</i></b>	
1. More time allocated. Maybe part of it starting during the afternoon.	2. Felt rushed & perhaps a day session would allow more time to deliberate.
3. More time.	4. Lack of time.
5. More time and teachers selected.	6. Need more time as became very rushed.
7. Nil	

**Engineering Studies (Cont)**  
 Wednesday 29th August 2007

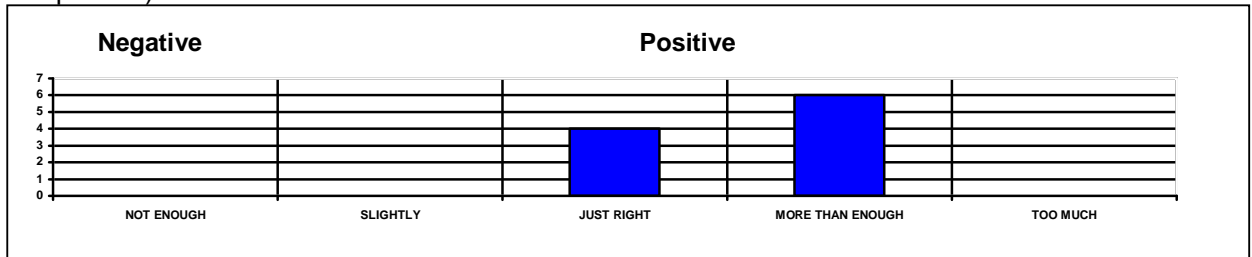
**Further qualitative statements from respondents include:**

<b><i>The best thing about this Jury was... (10 responses):</i></b>	<b><i>The worst thing about this Jury was... (7 responses):</i></b>
1. Discussing problems with the course and knowing you may be able to change things. 2. Good to network with other D&T teachers. 3. Desire of all teachers to implement best possible Engineering Studies course. 4. Professionally facilitated. Well done! 5. It was a very valuable opportunity to contribute to course development. Thanks. 6. An open forum for discussion. "Our views may actually cause changes for the better". 7. Common interest and discussing issues and putting in recommendations to improve the course. 8. I got a better understanding of the <u>current</u> course. 9. Good tone, all working toward a common goal. 10. Common goals to improve this subject.	1. The orange juice promised at dinner time didn't appear. 2. N/A. 3. Time, need more!! to gain more depth. 4. Being too tired at the end of a day 5. Lack of time (needs to be a day). Rushed ending. 6. Do not consider any aspect as worse. 7. Timing.

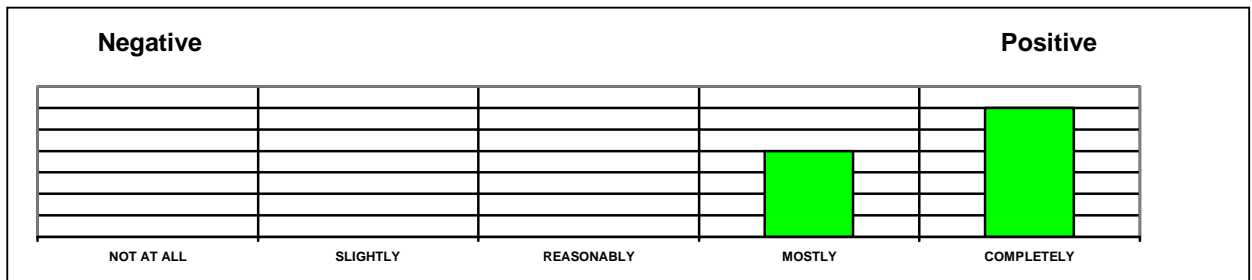
<b><i>Other Comments: ( 5 responses):</i></b>	
1. Enjoyed the process in a secure environment – and hope all recommendations are implemented. 2. Thank you for opportunity! 3. A rewarding experience.	4. Well focused – had potential to get lost with a massive task. 5. Was a pleasure to be on the jury.

**GRAPHICAL REPRESENTATION OF THE TABLES FROM PAGE 1 FOLLOW:**

**1. The Jury provided an appropriate amount of information to meet my needs: (10 Responses):**

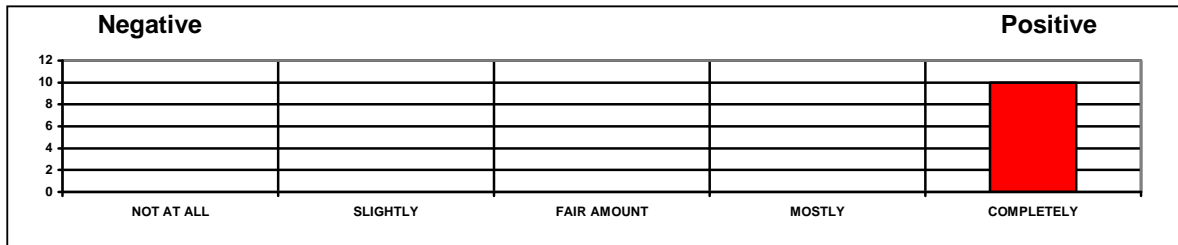


**2. The Jury provided me adequate opportunity to contribute my views to the decisions made:**

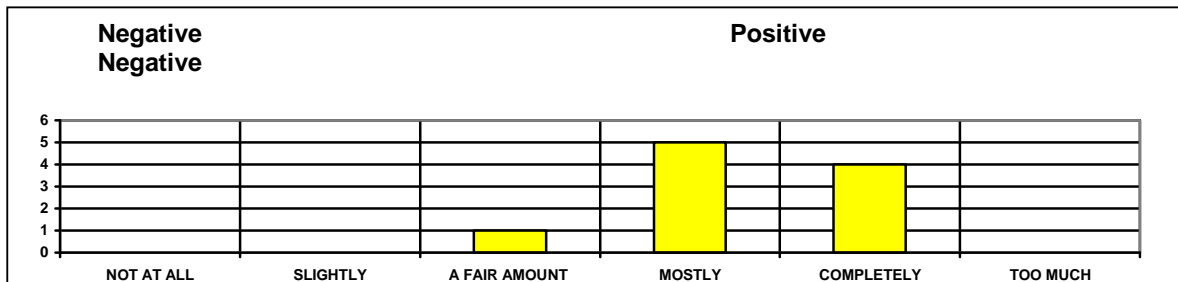


**Engineering Studies (Continued)**  
 Wednesday 29th August 2007

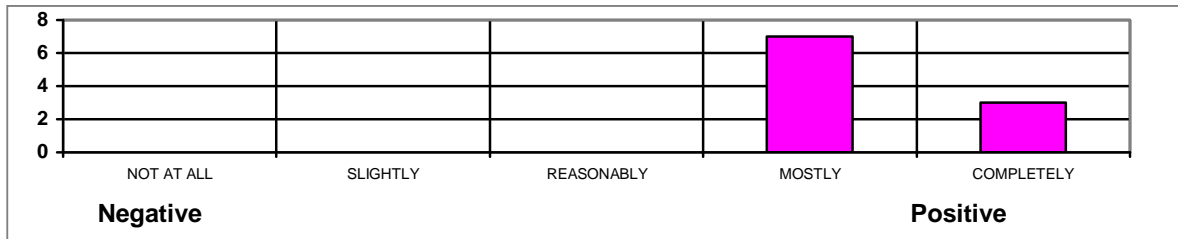
**3. The Jury provided an adequately secure environment for the Jury process:**



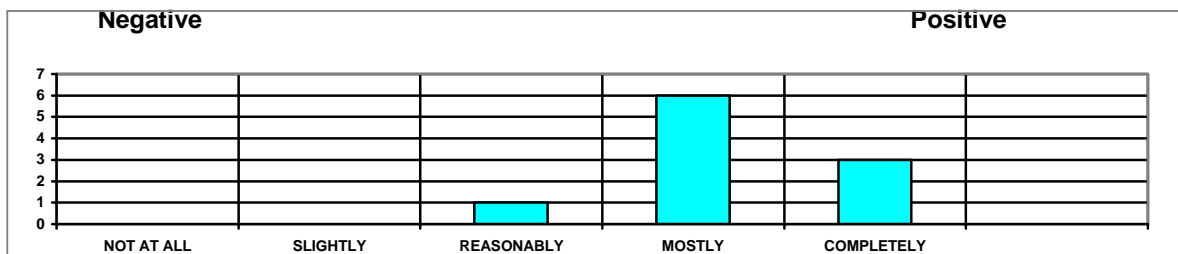
**4. The Jury provided me an appropriate depth and detail of information to meet my needs:**



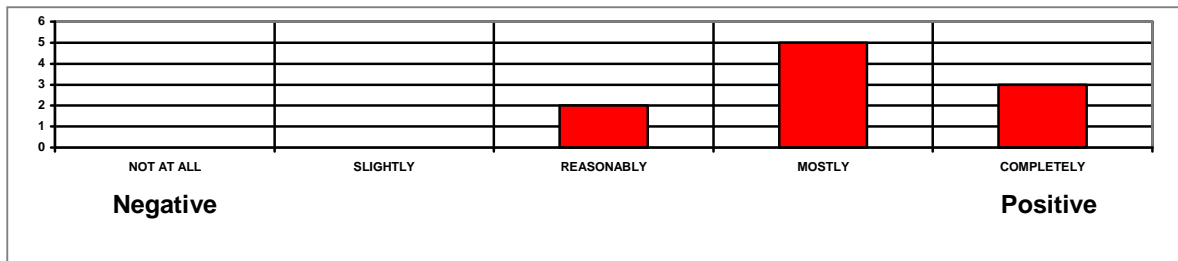
**5. We discussed all issues that I consider relevant:**



**6. We achieved our goals:**



**7. Time management was paced appropriately to meet my needs:**



## **Earth and Environmental Science**

Thursday 30th August 2007

The responses of the 8 of this group are reported here and are generally positive. Although less than the necessary 45 for the data to have statistical significance, this report provides insight into the views of the participants in the session - and the results are valid on that level. If data is extrapolated across all juries for Round C, the statistical validity of aggregated results will be established.

### ***This Teacher Jury (8 Respondents):***

PROMPT	NOT ENOUGH	SLIGHTLY	JUST RIGHT	MORE THAN ENOUGH	TOO MUCH
1. PROVIDED AN APPROPRIATE AMOUNT OF INFORMATION TO MEET MY NEEDS:	0	0	6	2	0

3. PROVIDED ME ADEQUATE OPPORTUNITY TO <u>CONTRIBUTE MY VIEWS</u> TO THE DECISIONS MADE:	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	0	4	4
4. PROVIDED ME AN APPROPRIATELY <u>SECURE ENVIRONMENT</u> FOR THE JURY PROCESS:	NOT AT ALL	SLIGHTLY	FAIR AMOUNT	MOSTLY	COMPLETELY
	0	0	0	3	5

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	3	4	1	0

**X** = majority responses

### ***We:***

5. WE DISCUSSED ALL ISSUES THAT I CONSIDER RELEVANT	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	2	4	2
6. ACHIEVED OUR GOALS	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	1	1	6	0

### ***Time management of this Jury was:***

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

### **As well, the respondents offered qualitative information as follows:**

***The one thing that could be done to improve this Jury is...:(3 responses):***

1. Teachers who have taught course.
2. Extend to have a second session late 2007 to see if short term recommendations are met.
3. Ensuring enough photocopies for everyone – writers fell short.

**Earth and Environmental Sciences (cont)**

Thursday 30th August 2007

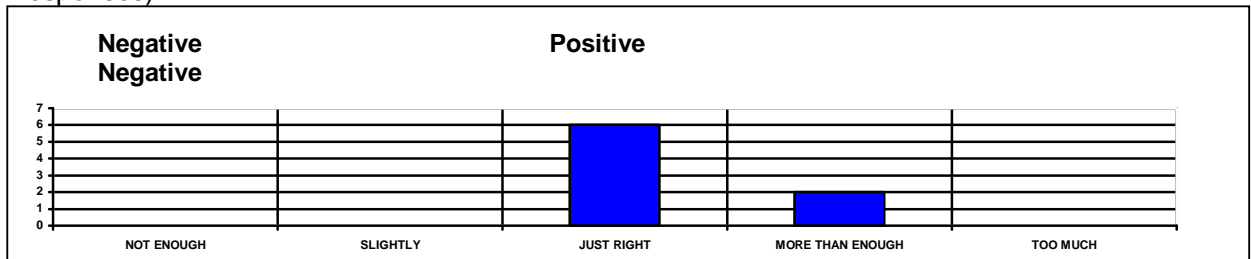
**Further qualitative statements from respondents include:**

<p><b>The <u>best</u> thing about this Jury was...</b> (6 responses):</p>	<p><b>The <u>worst</u> thing about this Jury was...</b> (1 response):</p>
<ol style="list-style-type: none"> <li>1. Covering most points.</li> <li>2. To listen to each one.</li> <li>3. Good facilitator – Joel kept us on task.</li> <li>4. Food &amp; facilitator.</li> <li>5. Well run, a collaborative atmosphere.</li> <li>6. Collegial collaboration.</li> </ol>	<ol style="list-style-type: none"> <li>1. Nil</li> </ol>

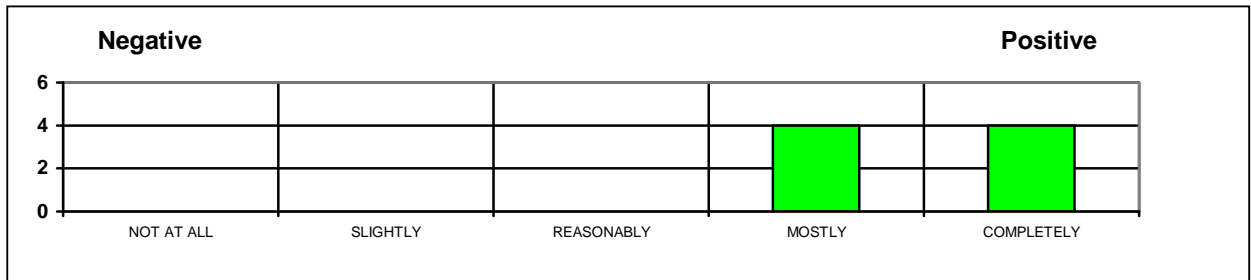
<p><b>Other Comments:</b> ( 2 responses):</p>
<ol style="list-style-type: none"> <li>1. This jury should have been held much earlier in the year.</li> <li>2. All good</li> </ol>

**GRAPHICAL REPRESENTATION OF THE TABLES FROM PAGE 1 FOLLOW:**

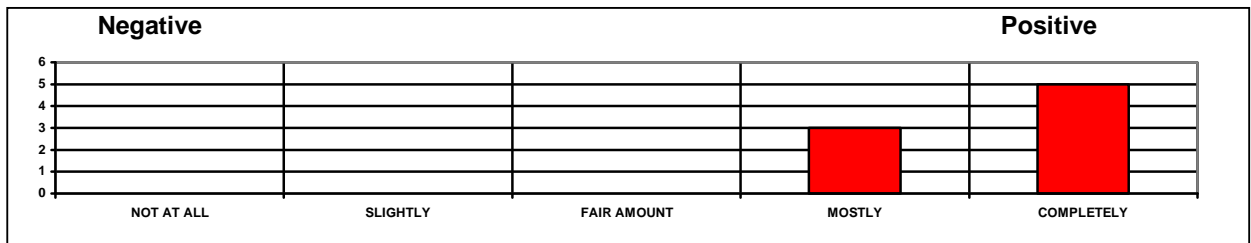
**1. The Jury provided an appropriate amount of information to meet my needs:** (8 Responses):



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



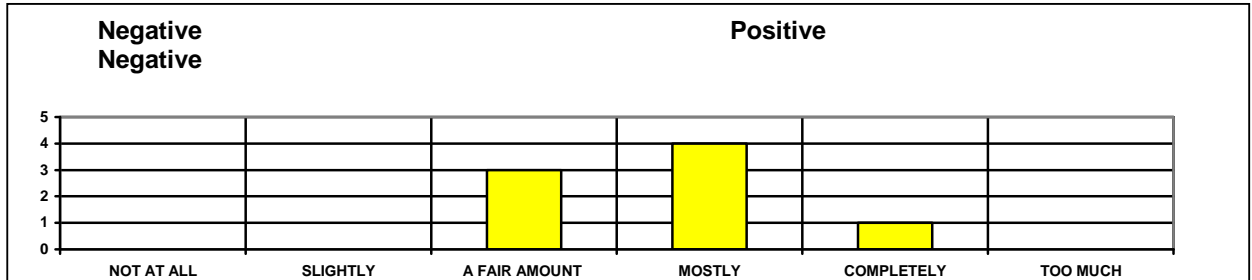
**3. The Jury provided an adequately secure environment for the Jury process:**



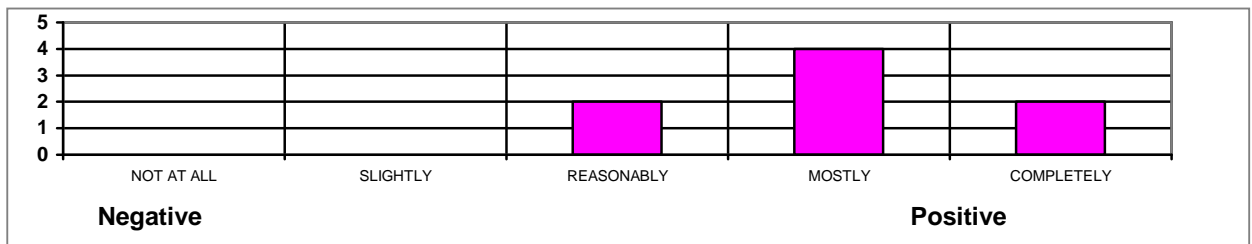
**Earth and Environmental Sciences (cont)**

Thursday 30th August 2007

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



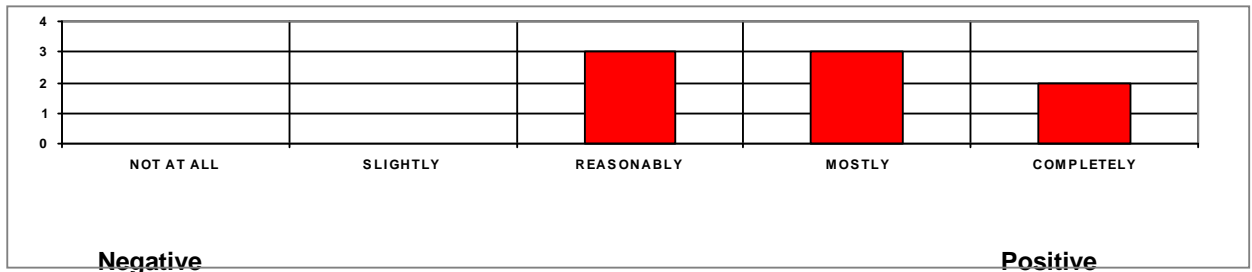
**5. We discussed all issues that I consider relevant:**



**6. We achieved our goals:**



**7. Time management was paced appropriately to meet my needs:**



## **English as an Additional Language/Dialect**

Thursday 30th August 2007

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

### ***This Teacher Jury (8 Respondents):***

PROMPT	NOT ENOUGH	SLIGHTLY	JUST RIGHT	MORE THAN ENOUGH	TOO MUCH
1. PROVIDED AN APPROPRIATE AMOUNT OF INFORMATION TO MEET MY NEEDS:	0	0	<b>6</b>	3	1

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

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	4	<b>5</b>	0

**X** = majority responses

### ***We:***

5. WE DISCUSSED ALL ISSUES THAT I CONSIDER RELEVANT	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	0	1	<b>9</b>
6. ACHIEVED OUR GOALS	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	1	4	<b>5</b>

### ***Time management of this Jury was:***

7. TIME MANAGEMENT WAS PACED APPROPRIATELY TO MY NEEDS	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	2	1	<b>7</b>

### **As well, the respondents offered qualitative information as follows:**

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

1. Have it start earlier. 2. No suggestions. 3. The time of day it is run.	4. Having a session B, C, D... 5. A more comprehensive process needs to be developed – more time.
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**English as an Additional Language/Dialect (cont)**

Thursday 30th August 2007

**Further qualitative statements from respondents include:**

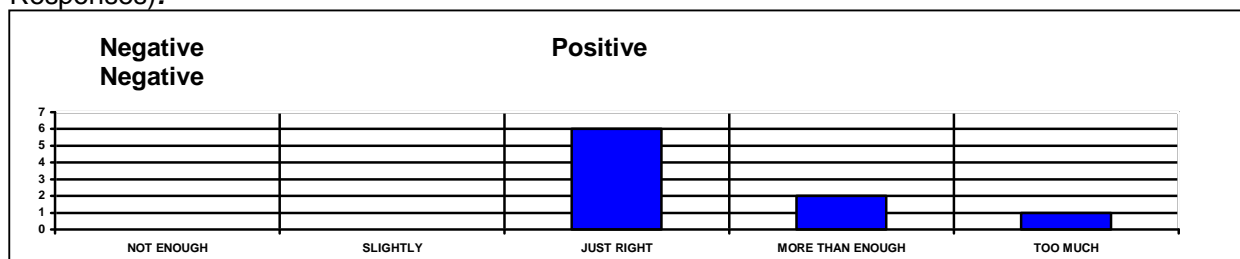
<b>The <u>best</u> thing about this Jury was...</b> (10 responses):	<b>The <u>worst</u> thing about this Jury was...</b> (6 response):
<ol style="list-style-type: none"> <li>1. Excellent facilitation. V. professional &amp; neutral.</li> <li>2. The degree of cooperation and acceptance.</li> <li>3. Anna's facilitating skills.</li> <li>4. The opportunity to meet and talk with other teachers.</li> <li>5. Everybody was able to express their concerns, ideas, recommendations.</li> <li>6. The opportunity to discuss these matters with other EAL/D teachers in a small group. Facilitation was excellent.</li> <li>7. An opportunity to meet and to share concerns...</li> <li>8. The opportunity to be heard &amp; the networked manner.</li> <li>9. Feedback from others.</li> <li>10. Co-operative sharing/encouragement. Fantastic facilitator, Anna.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cold room.</li> <li>2. The late start.</li> <li>3. Doing this after a full day at school.</li> <li>4. Having to rush some of the ideas being brought to the table.</li> <li>5. Not enough time.</li> <li>6. Too little time to discuss such an issue.</li> </ol>

**Other Comments:** ( 5 responses):

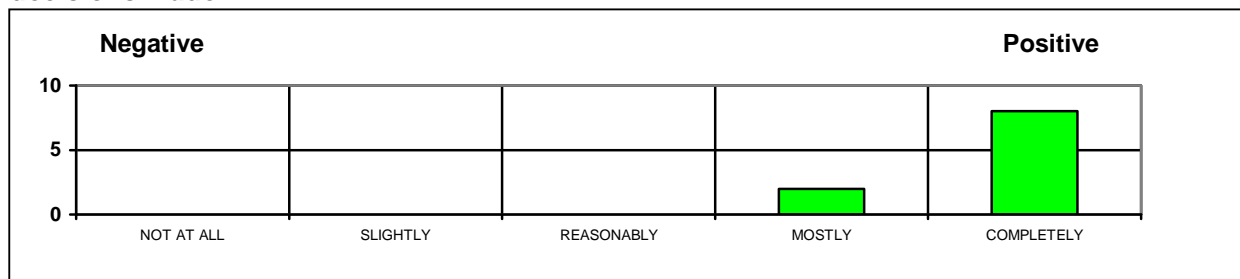
1. Feel very positive – hope we're listened to and teachers are able to continue to make real changes.
2. The facilitator was absolutely fantastic – extremely clear, knowledgeable and facilitative.
3. All good and valuable time spent.
4. A useful experience but would like further opportunity to contribute.
5. Very productive session.

**GRAPHICAL REPRESENTATION OF THE TABLES FROM PAGE 1 FOLLOW:**

**1. The Jury provided an appropriate amount of information to meet my needs:** (10 Responses):



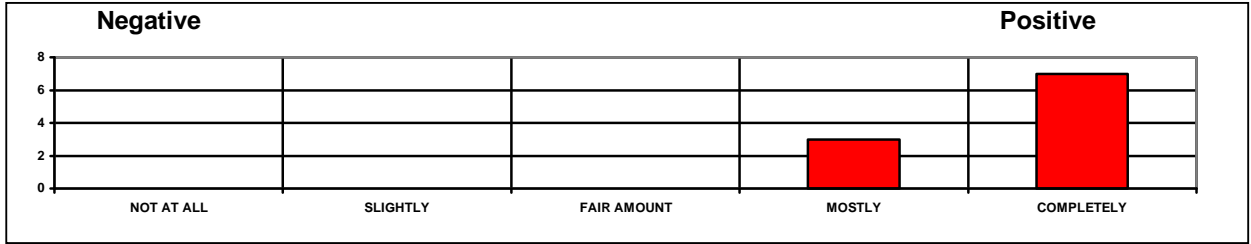
**3. The Jury provided me adequate opportunity to contribute my views to the decisions made:**



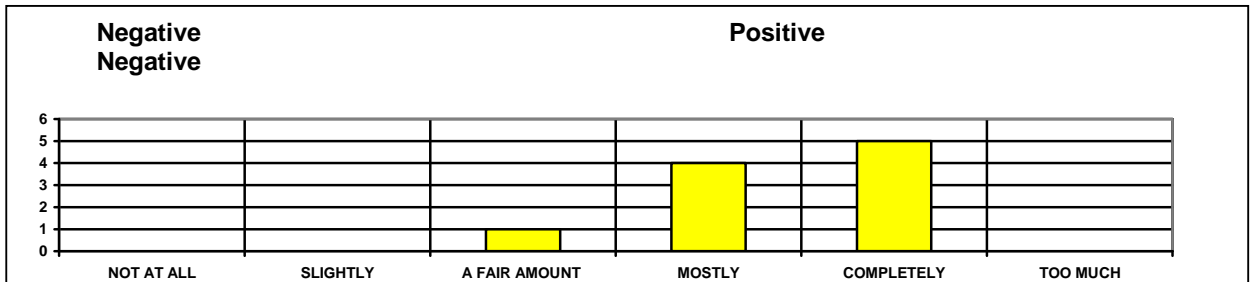
**English as an Additional Language/Dialect (cont)**

Thursday 30th August

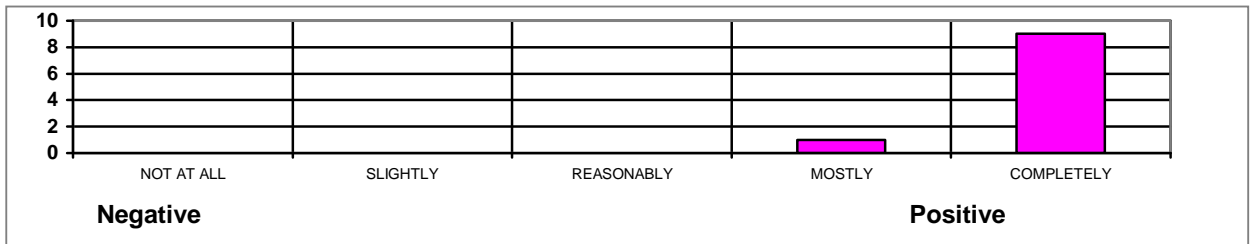
**4. The Jury provided an adequately secure environment for the Jury process:**



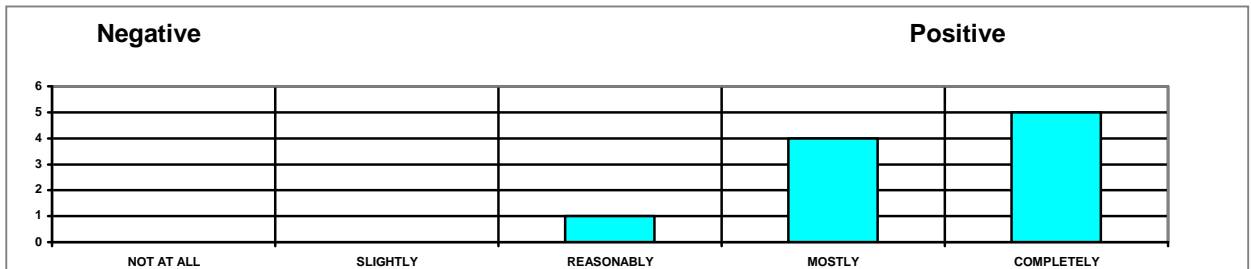
**2. The Jury provided me an appropriate depth and detail of information to meet my needs:**



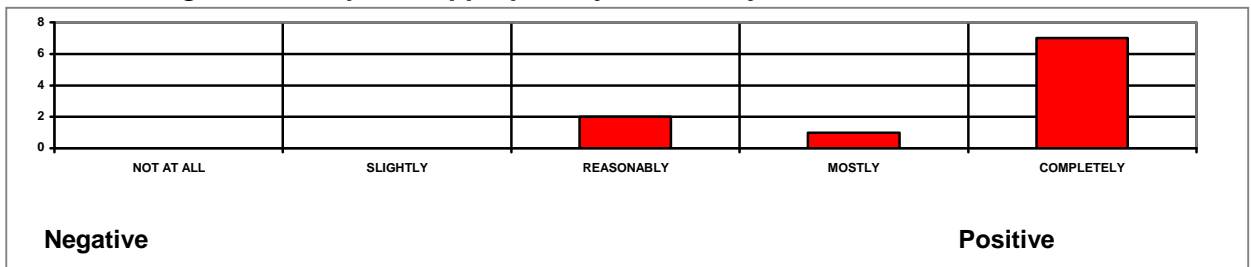
**5. We discussed all issues that I consider relevant:**



**6. We achieved our goals:**



**7. Time management was paced appropriately to meet my needs:**



## **Media Production and Analysis**

Thursday 30th August 2007

The responses of the 10 of this group are reported here as mostly positive. Although less than the necessary 45 for the data to have statistical significance, this report provides **insight** into the views of the participants in the session - and the results are valid on that level. If data is aggregated across all juries for Round C, the statistical validity of aggregated results will be established for all juries.

### ***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:	0	1	6	3	0

3. PROVIDED ME ADEQUATE OPPORTUNITY TO <u>CONTRIBUTE MY VIEWS</u> TO THE DECISIONS MADE:	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	2	0	3	2	3
4. *PROVIDED ME AN APPROPRIATELY <u>SECURE ENVIRONMENT</u> 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	3	2	4	0

**X** = majority responses

\* = One person did not respond to this prompt.

### ***We:***

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

### ***Time management of this Jury was:***

7. TIME MANAGEMENT WAS PACED APPROPRIATELY TO MY NEEDS	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	1	3	3	2	1

**As well, the respondents offered qualitative information as follows:**

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

1. More time.	5. Time management was not the issue: more time needed to be allocated.
2. At the end it became rushed.	6. More time.
3. Increased time frame for consideration of issues.	7. More time to deliberate.
4. Make it over two sessions.	8. Tighter time structure.

## Media Production and Analysis (Cont.)

Thursday 30th August 2007

Further qualitative statements from respondents include:

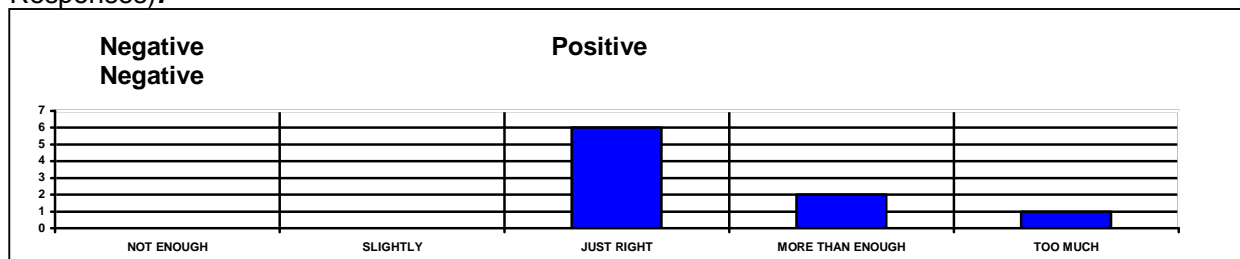
<b><i>The <u>best</u> thing about this Jury was...</i></b> <i>(10 responses):</i>	<b><i>The <u>worst</u> thing about this Jury was... (9 response):</i></b>
<ol style="list-style-type: none"> <li>1. Reaching consensus on most issues.</li> <li>2. It remained friendly &amp; professional.</li> <li>3. Discussion, opportunities to voice concerns in an active &amp; participatory manner.</li> <li>4. Breadth of issues considered.</li> <li>5. The opportunity to improve the MPA course.</li> <li>6. Everyone's opinion was accommodated.</li> <li>7. <u>Facilitator Christine</u>.</li> <li>8. Share ideas &amp; concerns.</li> <li>9. The openness of teachers &amp; facilitators to one another's views.</li> <li>10. Network other thoughts &amp; ideas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Time restraint.</li> <li>2. At night.</li> <li>3. The rush to achieve consensus on issues toward the end of the meeting.</li> <li>4. Very rushed – not enough time to really thrash out important issues.</li> <li>5. More time was needed, it felt rushed through no-one's fault – just the complexity &amp; number of issues that needed to be raised &amp; discussed.</li> <li>6. We could have used more time.</li> <li>7. People were bringing up issues that weren't relevant to course (essential curriculum).</li> <li>8. Having to rush.</li> <li>9. Overtime.</li> </ol>

***Other Comments: ( 5 responses):***

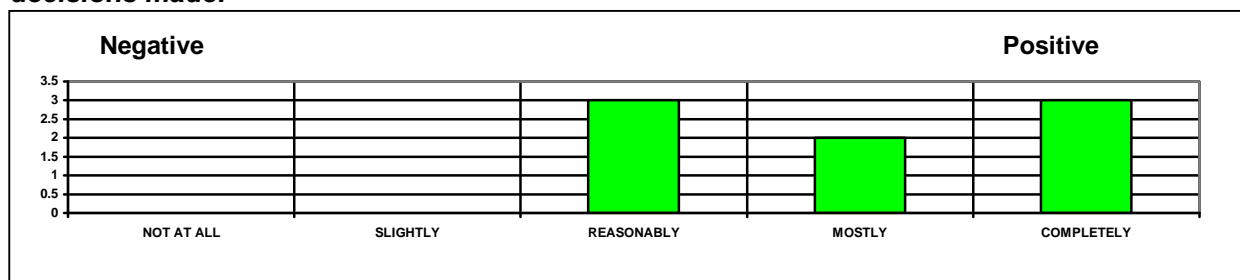
1. Assessment is still problematic, maybe worse. GRD and relation to tasks is problematic.
2. I am interested in being part of a reference committee to make changes to the MPA course.
3. We needed more time.
4. Thought the process was good.
5. Required and appropriate time – daytime possibly.

### GRAPHICAL REPRESENTATION OF THE TABLES FROM PAGE 1 FOLLOW:

**1. The Jury provided an appropriate amount of information to meet my needs: (10 Responses):**



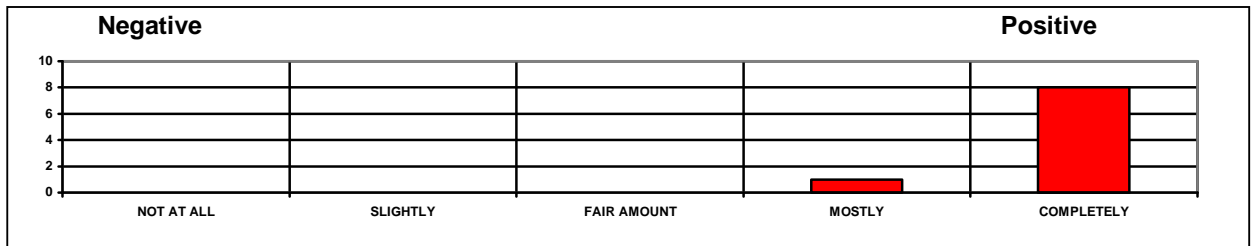
**2. The Jury provided me adequate opportunity to contribute my views to the decisions made:**



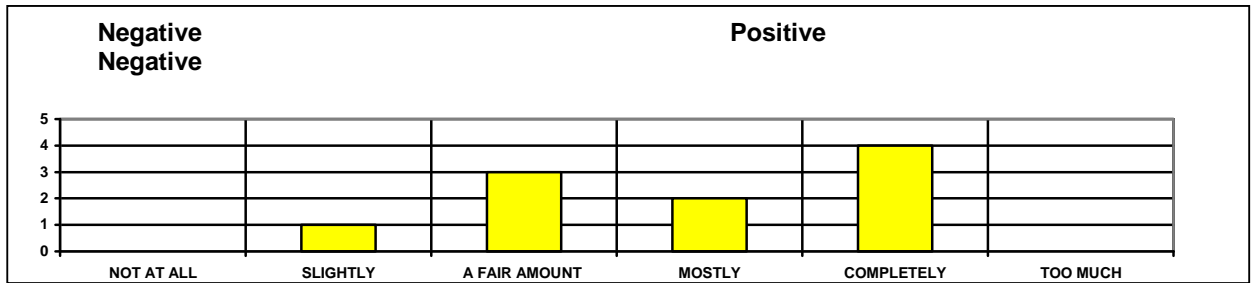
**Media Production and Analysis (Cont.)**

Thursday 30th August 2007

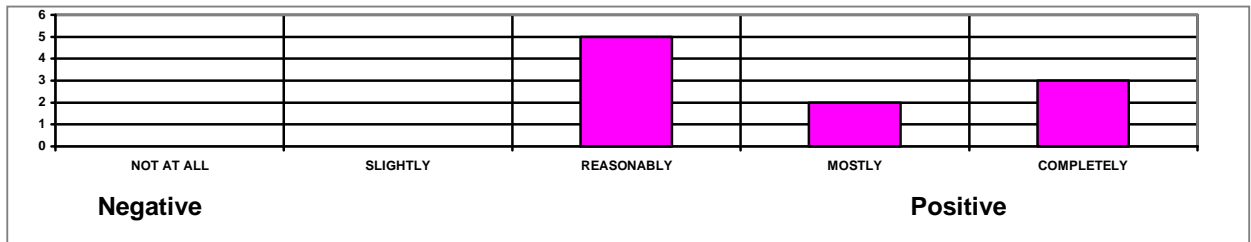
**3. \*The Jury provided an adequately secure environment for the Jury process (9 responses only):**



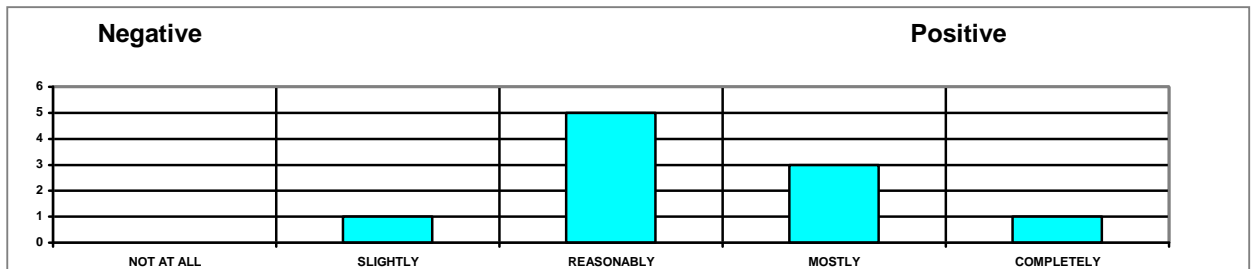
**4. The Jury provided me an appropriate depth and detail of information to meet my needs:**



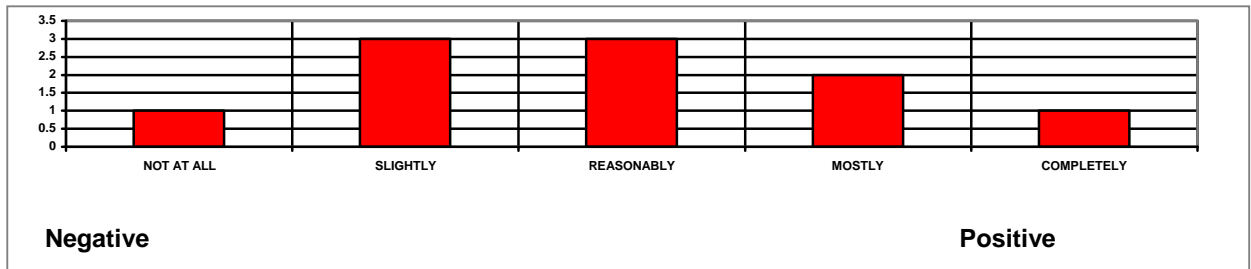
**5. We discussed all issues that I consider relevant:**



**6. We achieved our goals:**



**7. Time management was paced appropriately to meet my needs:**



## Physical Education Studies

Thursday 30th August 2007

The responses of the 10 teachers in this group are reported here as positive. Although less than the necessary 45 for the data to have statistical significance, this report provides **insight** into the views of the participants in the session - and the results are valid on that level. If data is extrapolated across all juries for Round C, the statistical validity of aggregated results will be established for all juries.

### ***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	7	1	0
3. PROVIDED ME ADEQUATE OPPORTUNITY TO CONTRIBUTE MY VIEWS TO THE DECISIONS MADE:	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	1	0	9
4. PROVIDED ME AN APPROPRIATELY SECURE ENVIRONMENT FOR THE JURY PROCESS:	NOT AT ALL	SLIGHTLY	FAIR AMOUNT	MOSTLY	COMPLETELY
	0	0	0	2	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	1	7	1	0

**X** = majority responses

### ***We:***

5. WE DISCUSSED ALL ISSUES THAT I CONSIDER RELEVANT	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	0	3	7
6. ACHIEVED OUR GOALS	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	3	7	0

### ***Time management of this Jury was:***

7. TIME MANAGEMENT WAS PACED APPROPRIATELY TO MY NEEDS	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	2	6	2

### **As well, the respondents offered qualitative information as follows:**

#### ***The one thing that could be done to improve this Jury is...:(9 responses):***

1. Not have it after a school's day.	7. Having more info on scope and sequence would have helped. Having many new materials presented at Oct 15 PD made our job difficult. We haven't seen them.
2. Give indication we could need our scope & sequence, tasks – relevant to discuss (minor).	8. Could spread the meeting out over a day.
3. Need scope & sequence document.	9. We needed to be provided with the scope & sequence – more details of each specific content.
4. Have relevant information ready (preview) that has been promised for 15/10 PD.	
5. More time required.	
6. More time – whole day.	

**Physical Education Studies (Cont)**

Thursday 30th August 2007

**Further qualitative statements from respondents include:**

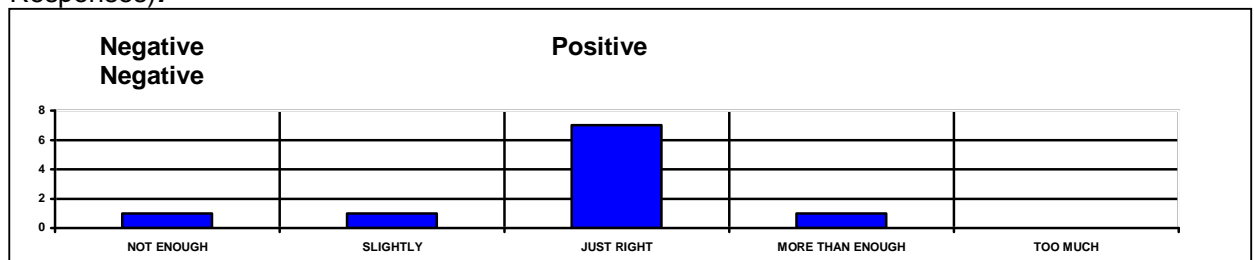
<b>The <u>best</u> thing about this Jury was...</b> (10 responses):	<b>The <u>worst</u> thing about this Jury was...</b> (7 response):
<ol style="list-style-type: none"> <li>1. All consisted of people familiar with course &amp; wanting change.</li> <li>2. Fair, well run and open to all people's opinions, etc.</li> <li>3. Having the opportunity make change! To find out I wasn't alone!</li> <li>4. Open forum of professionals. Recommendations appear to be respected.</li> <li>5. Ability to voice opinions on new courses.</li> <li>6. Great opportunity to discuss the many worrying issues.</li> <li>7. Well facilitated and everybody was able to put their point of view.</li> <li>8. Being part of important process.</li> <li>9. The maintenance of focus on the issues – no wasted time / no time wasters. Very professionally conducted.</li> <li>10. The facilitator and recorder were excellent and assisted the jury very well.</li> </ol>	<ol style="list-style-type: none"> <li>1. It was not placed after Oct 15<sup>th</sup> PD session.</li> <li>2. A lot of information to be given on Oct 15 PD not available to jury members.</li> <li>3. Some decisions couldn't be made due to pending info.</li> <li>4. Lack of time.</li> <li>5. Being such a new course with some stages not taught it was difficult to recommend certain aspects of the CoS.</li> <li>6. Time constraints.</li> <li>7. A lot of work and recommendations needed to be discussed in a short amount of time.</li> </ol>

**Other Comments: ( 4 responses):**

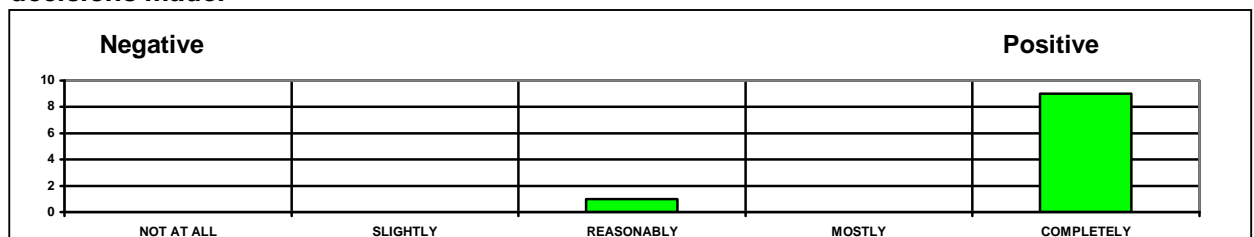
1. Need another panel meeting after Oct 15<sup>th</sup> PD.
2. Thank you for the opportunity.
3. An interesting and valuable experience.
4. A very valuable experience – hopefully positive outcomes will result.

**GRAPHICAL REPRESENTATION OF THE TABLES FROM PAGE 1 FOLLOW:**

**1. The Jury provided an appropriate amount of information to meet my needs: (10 Responses):**

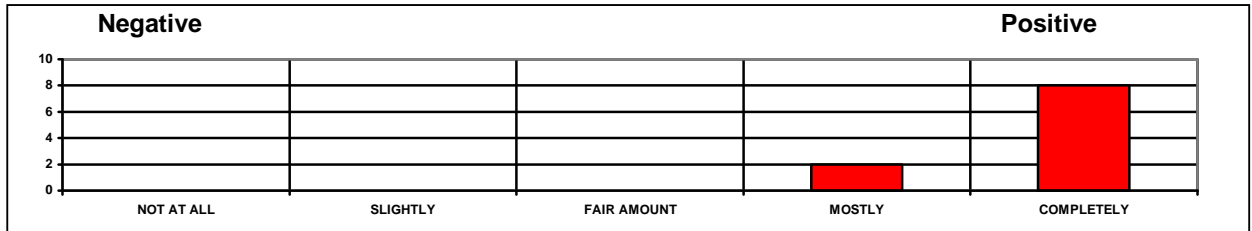


**2. The Jury provided me adequate opportunity to contribute my views to the decisions made:**

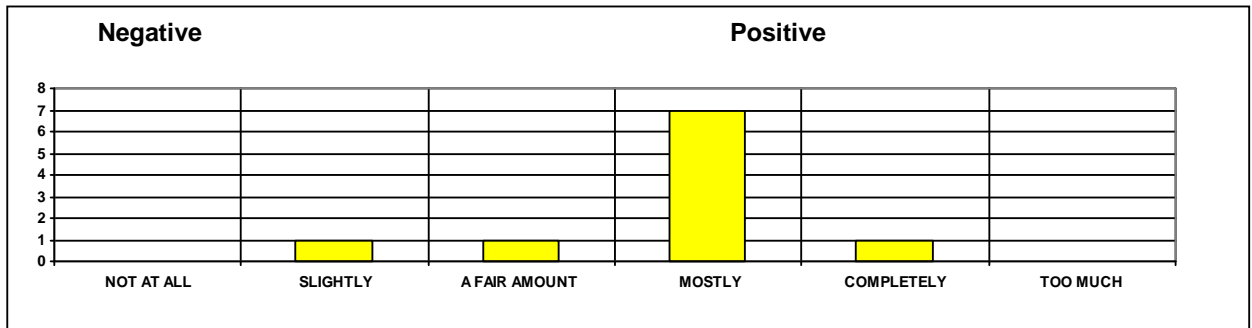


**Physical Education Studies (Cont)**  
 Thursday 30th August 2007

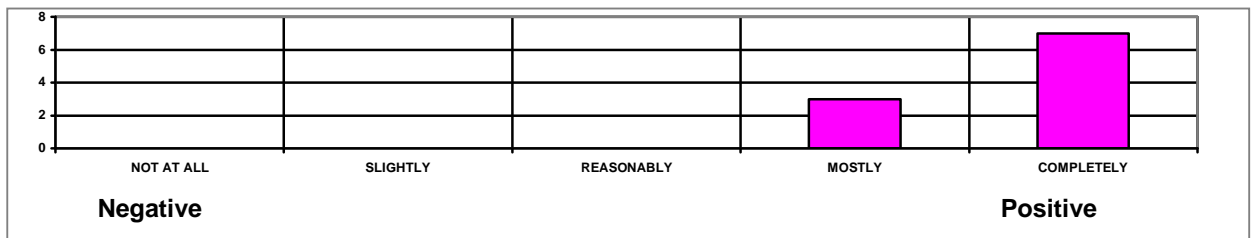
**3. The Jury provided an adequately secure environment for the Jury process:**



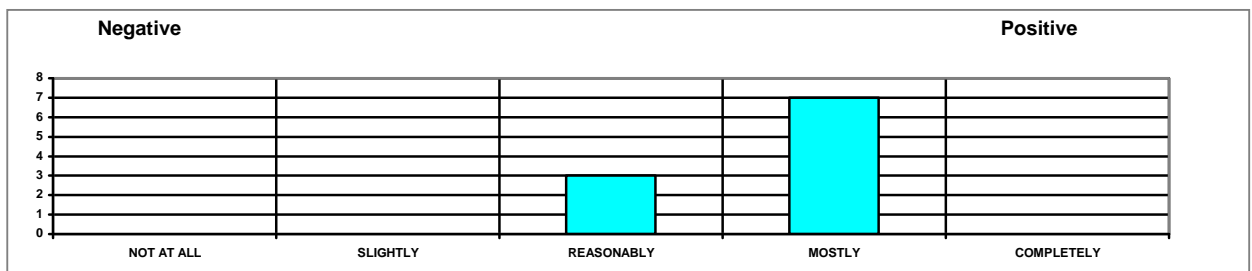
**4. The Jury provided me an appropriate depth and detail of information to meet my needs:**



**5. We discussed all issues that I consider relevant:**



**6. We achieved our goals:**



**7. Time management was paced appropriately to meet my needs:**

