



**Teacher Jury Report 4  
English Jury Outcomes**

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## EXECUTIVE SUMMARY

On 27 August and 17 September 2007 the English Jury was convened to determine what improvements to the English course and its implementation were required. A total of 48 Western Australian English teachers considered formal documentation, written submissions and input from English curriculum managers to determine what improvements could be made to the course syllabus and the ongoing implementation process.

The English Teacher Jury commenced its deliberations on Day One of the jury, focussing on identifying issues and developing criteria to measure what a successful English course would 'look' like. Using these criteria the jury identified a number of matters that fell into six categories:

1. Structure
2. Essential content
3. Assessment
4. Examinations
5. Comparability across schools
6. Implementation.

The English Teacher Jury concluded the day with jurors reaching a consensus that their primary task would be to identify the key elements of what a successful English course should specifically contain. The English Teacher Jury issued the following statement to the Minister of Education and Training, and the Curriculum Council:

*"This jury believes that this course is flawed and that it must be reworked. This reworking requires more time than the process provided.*

*A number of recommendations have been developed, but there was insufficient time to gain the required consensus in the process. As such, it is recommended that the teachers from this jury, who are now familiar with the submissions and issues, be given the opportunity to reconvene to continue the development of the recommendations and this happen as soon as administratively possible."*

This jury recommendation reflected the strong commitment by jurors to build a general consensus in their deliberations and find a way forward to develop a new English course.

The second day of the English Teacher Jury was convened on the 17 September 2007, with all 48 English teacher jurors in attendance. Throughout the day jurors worked collaboratively to develop recommendations aimed at designing a blueprint for a new English course to be implemented in 2010.

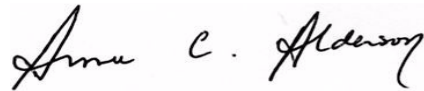
A total of 68 recommendations identified the key ingredients for a new course. The full list of recommendations is outlined on pages 14-22 of this report and Appendix 1 (with time lines).



Dr Christina Gillgren  
**Independent Consultant**  
19 September 2007

**Facilitators:**

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Dr Helen Grzyb



Mr Leighton Jay



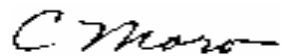
Mr Joel Levin



Dr Marie Martin



Ms Christine Moro



Mr Colin Penter



## ACKNOWLEDGEMENTS

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

- The 48 English course jurors for the dedication, vigorous participation, commitment and professionalism displayed throughout the English Teacher Jury. A special thank you to jurors is also due for upholding the integrity of the jury process throughout.
- 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 for Dr Gillgren's work with the Curriculum Council in the role of 'independent consultant' to design, oversee and deliver the teacher jury program of engagement.
- Kim Brooklyn, Senior Policy Officer advising and assisting Dr Gillgren on the jury process and reporting.
- Independent facilitators and assistants Dr Helen Grzyb, Ms Christine Moro, Mr Colin Penter, Mr Leighton Jay, Dr Anna Alderson, Dr Marie Martin, Ms Sally Lynch, Ms Jennifer Heron, Ms Rebecca Martin, Ms Abigayle Carmody, Ms Margaret Jones, and Ms Joyce Archibald for the application of their skills, experience and professionalism. Jillian Mercer for assistance with the evaluation process. Particular thanks should go to Mr Joel Levin who assisted in the development of the jury process for the English jury and acted as the anchor facilitator.
- Paul Broadbridge State Manager of *Keepad Interactive*, for his assistance with electronic voting processes on Day Two of the jury.
- Mr David 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. Thank you also to Mr John Gougoulis, Director of Curriculum and his team for strong support of the process and for making themselves available to answer jury questions as required. Special thanks to our key contacts at the Curriculum Council Gail Wright, Bernard Clayton, the Communications team, and the Information Technology support staff.

Please note: This report needs to be read in conjunction with

1. Teacher Jury Report 1: On readiness of new senior secondary courses due for implementation in 2008;
2. Teacher Jury Report 2: Teacher Jury Outcomes for Mathematics and Mathematics: Specialist; and
3. Teacher Jury Report 3: 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.

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)

## BACKGROUND

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 of the juries was to provide independent advice and recommendations on currently operating and proposed senior secondary courses to the Curriculum Council and the Minister.

Dr Christina Gillgren of the 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.

A total of 48 juries have now been held with over 426 teacher jurors deliberating on course development. The final reports for Round A, B and C juries were presented to the Minister for Education and Training and the Curriculum Council on 23 May 2007, 6 August 2007 and 5 September 2007 respectively.

On 27 August 2007 On 27 August 2007 a jury of 48 randomly selected English teachers was convened to determine what improvements should be made to the English course and its implementation. 50 teachers had been selected initially but one withdrew a few days before the jury commenced and another was delayed by personal circumstances on the day. During the course of the day it became evident that jurors would not complete their deliberations and issued a recommendation that stated:

*“This jury believes that this course is flawed and that it must be reworked. This reworking requires more time than the process provided.*

*A number of recommendations have been developed, but there was insufficient time to gain the required consensus in the process. As such, it is recommended that the teachers from this jury, who are now familiar with the submissions and issues, be given the opportunity to reconvene to continue the development of the recommendations and this happen as soon as administratively possible.”*

The Minister for Education and Training and the Curriculum Council supported the recommendation from the jury that the English Teacher jury reconvene.

The second day of the English Teacher Jury was convened on the 17 September 2007. A total of 48 Western Australian English teachers considered formal documentation, written submissions and input from English curriculum managers to determine what improvements could be made to the course syllabus and ongoing implementation process.

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

As was the case with all previous teacher juries, the Minister for Education and Training, and the Curriculum Council have made the commitment to respect all English Teacher Jury recommendations. It is of note that the Minister and the Curriculum Council imposed no restrictions of teacher jury recommendations other than that they must not contravene educational policy.

### **JURY PROCESS**

Please refer to Teacher Jury Reports 1 – 3 for a full description of the processes utilised for Teacher Juries to ensure the independence, professionalism and integrity of all juries, including English.

### ***Integrity Group***

The 7 facilitators and the Independent Consultant together formed an Integrity Group to design the jury procedure and jointly consider any issues arising during the jury process.

### ***Call for submissions***

A public call was made for submissions for the Group C courses including English, via advertisements in 'The Sunday Times' 15 July, and 'The West Australian' newspapers on Wednesday 18 July and Saturday 21 July 2007 respectively. The call was also advertised through invitations on the Curriculum Council/WA Certificate of Education (WACE) website. Teachers, parents, schools, professional organisations, tertiary organisations and interested community members contributed 29 submissions overall.

### ***Late Submissions***

Three submissions were received on 11 August 2007 and were included in the second information pack to jurors. A further submission was received on 13 August 2007 and two other submissions were received on 14 August 2007. These

submissions were not initially accepted as they were received after the closing date of 10 August 2007. Appeals from the authors of two submissions were lodged on 14 and 15 August 2007. These appeals were based on their belief that they had tried to ensure the submission arrived on time. The appeals were sent to the Integrity Group for a decision with the outcome being that these submissions were accepted and forwarded to jurors on 16 August 2007.

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 after 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.

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

Pre-reading for Day one of the English jury included two information packages sent to jurors containing a detailed description of the jury process (inclusive of jury questions), copies of the submissions relevant to the jury, a copy of the current English course, a summary of course developments, copies of any pre-existing consultation papers and consultation results, course materials, and administrative details. Late submissions that were received post 11 August 2007 were emailed to jurors on 16 August 2006.

Jurors were sent further information to assist them to prepare for the second day of deliberation. This pack included the recommendations developed on Day One of the English Teacher Jury, the purpose of the English Teacher Jury (as indicated by the Jury), guidelines for jurors, voting and consensus criteria, a summary of the deliberations undertaken by the Teacher Jury on Day One, Curriculum Council responses to questions posed by the English Teacher Jury on Day One, an agenda for Day Two of the English Teacher Jury, a replacement copy of Submission 22 (the final page of which had been unclear in the package for Day One), and finally administrative forms and a checklist.

## ***Jury Venue***

The English Teacher Jury was held at The Boulevard Centre in Floreat on 27 August 2007 and 17 September 2007. The venue also accommodated submission authors and Curriculum Council staff on Day One, and the Curriculum Council staff were available, if required, on Day Two.

The English jury was assisted with technical support from the Curriculum Council Information Technology staff during the two days of jury deliberations. *Keepad Interactive* provided assistance with electronic voting software and operation on Day Two of the English Teacher jury.

## **JURY PROGRAM**

### ***Jury program: Day One 27 August 2007***

The program for the English jury followed a standard process, developed as part of the Integrity Group deliberations.

<b>8:45 am</b>	<b>Jury member registration</b> , Table Allocation, Welcome Tea/Coffee
<b>9:00 am</b>	<b>Openings</b> <ul style="list-style-type: none"><li>• Getting started</li><li>• Welcome – David Wood (CC CEO) and Christina Gillgren (Independent Consultant)</li></ul>
<b>9:25 am</b>	<b>Introductions</b> <ul style="list-style-type: none"><li>• Table specific (small group)</li></ul>
<b>9:35 am</b>	<b>The task ahead</b> <ul style="list-style-type: none"><li>• The questions before the jury</li><li>• Why this process</li><li>• How we will deliberate (consensus + room for dissent)</li><li>• How 'theme-ing' will work</li><li>• Group agreements</li><li>• Desired outcome for today</li><li>• Process for today</li></ul> <b>Confirming content received:</b> Course outline, Submissions, Scope and Sequence, any Course updates and so on
<b>10:00 am</b>	<b>Confirming understanding:</b> Developing a common understanding of key questions/concerns/issues.  Key Question: <i>What are the issues that have emerged relating to the English course and its implementation?</i>
<b>10:45 am</b>	<b>MORNING TEA</b>
<b>11:00 am</b>	<b>Confirming understanding</b> – Developing questions and hearing from submission authors (if required)
<b>11:45 am</b>	<b>Confirming understanding</b> – Developing questions and hearing from Curriculum Writers (if required)

<b>12:30 pm</b>	<b>LUNCH BREAK</b>
<b>1:15 pm</b>	<b>Deliberations and development of recommendations.</b>  Key Question: <i>What recommendations does this jury make to address the issues identified?</i>
<b>2:30 pm</b>	<b>Afternoon tea</b>
<b>3:00 pm</b>	<b>Review report and sign off.</b> Confidentiality Letter Evaluation form and thank you
<b>3:30 pm</b>	<b>END</b>

***Jury Program: Day Two 17 September 2007***

Agenda for Day Two of English Jury

<b>Time</b>	<b>Jury</b>
<b>8:45</b>	Juror registration. Coffee, tea, and orange juice to be provided.
<b>9:00 – 9:25</b>	Opening <ul style="list-style-type: none"> <li>• Random table assignment</li> <li>• Purpose of the day</li> <li>• Guidelines for deliberation</li> <li>• Outline for the day</li> <li>• A successful course needs to....getting agreement</li> <li>• Voting explanations</li> </ul>
<b>9:25 – 10:45</b>	Five focus tables identified <ul style="list-style-type: none"> <li>• Identify recommendations in the specific area.</li> <li>• Outputs are guidelines for course development</li> </ul>
<b>10:45 – 11:05</b>	<b>MORNING TEA</b>
<b>11:05 – 11:45</b>	<b>Presentation of Recommendations- Group 1</b> <ul style="list-style-type: none"> <li>• Presentation – 5 minutes</li> <li>• Questions from the ‘floor’ 10 minutes</li> <li>• “What modifications need to be made for you to be able to live with this?” 20 Minutes</li> <li>• Electronic voting: “Can you live with this?” 5 minutes</li> </ul>
<b>11:45-12:25</b>	<b>Presentation of Recommendations- Group 2</b>
<b>12:25 – 1:05</b>	<b>Presentation of Recommendations- Group 3</b>
<b>1:05 - 1:45</b>	<b>LUNCH</b>
<b>1:45 – 2:25</b>	<b>Presentation of Recommendations- Group 4.</b>
<b>2:25 – 3:05</b>	<b>Presentation of Recommendations – Group 5</b>
<b>3:05 – 3:25</b>	<b>AFTERNOON TEA</b>
<b>3:25 – 4:05</b>	Prioritisation
<b>4:05 – 4:30</b>	<b>Report Review and Sign off</b>
<b>4:30- 5:00</b>	Thank you , Evaluations and Sessions Close

***Curriculum Council Staff***

The Chief Executive Officer Mr David Wood, the Director of Curriculum Mr John Gougoulis, and the English Course Manager Mr John Newman, made themselves available on Day One of the English jury to answer any questions that the jury had in relation to the English course. They were also available on Day Two to provide

the jury immediate feedback regarding the ability of the Curriculum Council to deliver on the recommendations in the specified timeframes.

## **ENGLISH TEACHER JURY DELIBERATIONS AND OUTCOMES**

The English Teacher Jury was convened over 2 days; the second day was at the request of the jury as the process developed for Day One did not provide sufficient time for jurors to deliberate on all of the issues identified for the new English Course.

### ***Questions for the English Teacher Jury***

Two basic questions were developed for Day One of the English Teacher Jury:

1. *“What are the issues that have emerged relating to the English course and its implementation?”*
2. *“What recommendations does this jury make to address the issues identified?”*

### ***Day One: English Teacher Deliberations***

The English Teacher jury worked collectively in small groups of approximately ten people, and as a whole group to:

- (a) identify issues with the course;
- (b) identify what should comprise an English course; and
- (c) develop recommendations to address the issues identified.

During the course of the day it became apparent that not all teachers held the same views, and at times these views impeded arriving at a consensus around specific recommendations.

The English Teacher Jury arrived at consensus that both the current course and the previous course required changes to meet the needs of students. The jury was polarised regarding what immediate action was needed to address the problems with the course. Fifty percent (50% or 24 jurors) of the jury believed that the previous D and E English course should be utilised while a new course was developed, and 50% (24 jurors) believed that the current course should be retained while the new course was developed. It should be noted that a vote on this issue was taken twice resulting in the same split in votes. Despite these differences of

opinion, all teachers believed that there were elements of BOTH 'old' courses (i.e. the previous and current English course) that should be utilised.

**The jury recommendation from Day One (see below) reflects the jury consensus to move forward and identify the building blocks for a successful English course that encompasses the best elements of both courses (as identified by teachers with experience and skill in teaching either course), as well as other course components that may not be evident in either course.**

### ***Day One English Teacher Jury Outcomes***

Over the course of Day One of the English Teacher Jury the jury determined that for a course to be successful it should:

1. provide pathways for a range of student abilities within senior secondary school;
2. provide pathways to post-school options for the full range of students
3. have defined and appropriate content;
4. have an easily manageable assessment structure;
5. have obvious comparability across schools;
6. be examinable;
7. be compatible with school timetabling and students needs; and
8. have an implementation structure that allows sufficient time for teachers to plan their delivery of the course.

Using the criteria for a successful course the English Teacher Jury identified a number of issues with the current English course. These issues fell broadly into six categories.

- |               |                                 |
|---------------|---------------------------------|
| 1. Structure  | 4. Examinations                 |
| 2. Content    | 5. Comparability across schools |
| 3. Assessment | 6. Implementation               |

At the completion of Day One of the English Teacher Jury the jury determined:

*"This jury believes that this course is flawed and that it must be reworked. This reworking requires more time than the process provided.*

*A number of recommendations have been developed, but there was insufficient time to gain the required consensus in the process. As such, it is recommended that the teachers from this jury, who are now familiar with the submissions and issues, be given the opportunity to reconvene to continue the development of the recommendations and this happen as soon as administratively possible.”*

This interim recommendation was provided to the Minister of Education and Training as well as the Curriculum Council for consideration immediately following the completion of Day One. Both the Minister and the Curriculum Council supported an extension of the English jury for one further day.

### ***Day One Lessons Learnt***

In developing the program for Day Two of the English Teacher Jury, the Integrity Group reflected on the Day One feedback from the jurors. The main feedback was in relation to having more time and utilising this time more effectively. In particular it was noted that voting on issues was time consuming, it was not anonymous and it disrupted deliberations. To address these issues, an electronic voting process using individual keypads was introduced for Day Two.

Other examples of lessons learnt included jurors stating that there should be less small group work, and limited ability for individual jurors to monopolise and/or exclude others from contributing to discussions. These issues were addressed in Day Two with the inclusion of both small and large group activities that maximised time available for jurors to convert the issues raised in Day One, into outcomes (as can be seen in the jury agenda above). In addition all jurors were actively encouraged to contribute to the discussion.

### ***Day Two: English Teacher Jury Deliberations***

All 48 teacher jurors attended Day Two of the English Teacher Jury demonstrating significant motivation and commitment to improving the English course.

At the beginning of Day Two, jurors were randomly assigned to one of five tables with each table focussing on a specific issue (Structure, Content, Assessment, Examinations, Comparability and Implementation). Table one addressed both

Structure and Comparability (i.e. Issue one and five), whereas all other groups addressed one issue per table.

All tables presented their recommendations and the rationale for these recommendations to the whole jury. The larger group of teacher jurors questioned the smaller group regarding the recommendations, added to the prepared statements, or offered other suggestions for course improvement for the whole jury's consideration.

Teacher jurors entered into lengthy discussions regarding the use of specific language and/or descriptors in their recommendations. **It appeared that jurors did not want to revert back to either the current course or the previous English course language. There seemed to be a recognition that using the language of either course carried with it expectations and understandings that were no longer valid in their commitment to move forward.**

The introduction of the electronic voting assisted jurors to make clear decisions on all recommendations. Consensus was gained for all issues on the first round vote. For Issue One (Structure and Comparability) 96% of the 48 jurors agreed to endorse all recommendations provided (with minor amendments made during the presentation and discussion phases). Similar degrees of consensus to accept all recommendations was also achieved in the areas of Content (98% agreement), Assessment (96%), Examinations (93%) and Implementation (100%).

### ***Day Two English Teacher Jury Outcomes***

As the jury had determined that a new English course was required to move discussion forward, the focus of Day Two was on creating a conceptual and practical blueprint for future course development for implementation in 2010 (see Appendix 1 for full details). Where possible, course development recommendations were prioritised into short (i.e. to be completed in 2007), medium (for completion in 2008) and long (completed 2009) term timelines. It is important to note that the jury stated that they did not want substantive changes implemented after February 2008 until the end of the school year.

### **Short Term English Teacher Jury Recommendations (to be completed prior to end of 2007 school year)**

- Before 2007 graduation, the WA Certificate of Education (WACE) English Competency Policy needs to be released (and dated, as it is not).
- WACE graduation English competency to be used immediately for students in 2007.
- Syllabus' documentation needs to contain all the recommendations, specific content made rather than ministerial and press documentation. Complete updated package (currently dated August 2007) and including stage 3 descriptors, by Term 4.
- Depth of text study is more important than breadth: rephrase course documentation of "a wide range" to "one or more texts" (To be incorporated in syllabus document for Term 4).
- Provide a suggested not prescribed text list (To be incorporated in syllabus document for Term 4).
- Text types should be defined and limited (To be incorporated in syllabus document for Term 4).
- Courses should specify genres to be studied at different stages to minimise the workload and provide more direction and comparability (To be incorporated in syllabus document for Term 4).
- Specific grade related descriptors need be written for each course, allowing course specific grades (To be incorporated in syllabus document for Term 4).
- Grade Related Descriptors need to be holistic, not outcomes.
- Investigations to be optional assessment type.
- A strategic plan needs to be developed for moderation, consensus meetings and comparability, including a stipulated timeline, which is to be provided at the outset of each year (Begin this in 2007).
- The Curriculum Council must develop clear, consistent communication, available to all English teachers.
- Improve consistency of information between Curriculum Council and the Association of Independent Schools of WA, the Catholic Education Office and the Department of Education and Training.
- Establish a clear chain between Curriculum Council and the various target groups (Association of Independent Schools of WA, Catholic Education Office and Department of Education and Training) and clear processes within these

groups (further down the chain) to ensure that information is shared in a consistent manner.

- No changes to be made to the implementation process during the 2008 course after February, to ensure stability in the interim – but if required, have a minimum timeframe before changes can occur (i.e. 20 weeks of time in advance).
- Need stage 3 grade descriptors before the end of 2007.
- Need one system of marking with clear exemplars by February 2008.

**Medium Term English Teacher Jury Recommendations (to be completed prior during 2008)**

- The Curriculum Council complete a consultative process to develop an agreed set of terminology for “stage”, “pathways” etc across all courses.
- Flexibility needs to be retained for the middle-cohort of students to access university entrance exams, and for students to get an “A” grade even if they are not doing The Tertiary Entrance Examination.
- When the Stage 3 course is rewritten, take into account that the majority of students are 17 years old, and reflect input from stakeholders, (e.g. employers, universities). To be written in 2008 and ready for trial in 2009.
- All course documentation needs to be written in plain English, that students can understand without the teacher rewriting.
- Assessment should be based on genres, not outcomes.
- Courses to be designed around the content, concepts, and text types rather than assessment: assessment should flow from content (mid 2008 ready for trial in 2009).
- Eliminate the four prescribed task types (assessment weightings) to allow for teacher professional discretion and student direction according to syllabus. This is to be done via a consultative process in 2008 ready for trial in 2009.
- Keep creative writing and poetry as part of the course and as assessment tasks, but not used as a response type in exams. Developed by mid February 2008.
- Reduce the amount of required assessment in examinable units to allow for exam preparation time. Developed mid year 2008 ready for trial in 2009.
- Weightings should include print and non-print texts. Consultation process mid 2008.

- Curriculum Council should specify weighting ranges, reducing current weighting for oral component. Oral component should still be valued as a course outcome (February 2008).
- Penalties for late work, or non-submission in examinable courses are to be standardised by the Curriculum Council (mid 2008).
- Penalties for non-examinable courses are to be set at a school level (mid 2008).
- Strategies to deal with plagiarism to be developed and disseminated (mid 2008).
- Consensus meetings are to be recognised as a valued form of moderation, and be made open to more English teachers (February 2008).
- These consensus meetings are to be attended by a moderator, who will provide definitive decisions about grades.
- Consensus is to be done on like written text types, (e.g. all narratives, all reports).
- The Curriculum Council is to allow and enable, and schools are to provide, more time for English teachers to meet and develop meaningful comparability processes.
- To ensure agreement on grades, consensus meetings should include marking of work samples, both unseen and student work samples.
- Teachers need to be clear what content is examinable. Exams will link to what is taught in class, i.e. the explicit content.
- This jury would like exams at Stage 2 to be optional – they do not meet the needs of students, demoralises them. There are other pathways to universities.
- If there must be an exam, it should be:
  - 3 hour duration
  - structured writing to achieve a purpose
  - external at end of Year 12.
- Stage 2 exam structure
  - Section 1 – Unseen reading
    - Comprehension
  - Section 2 – Writing
    - Opportunity for a specified range of genres linked to course content
  - Section 3 – Course Content

- Viewing and reading as studied in class.
- Remove creative writing segment from Stage 3 – assessed in course content not in exam.
- Writing is embedded within the exam.
- Stage 3 exam structure
  - Section 1: Comprehension
    - Closed
    - 2 questions
    - Numerous texts
    - Still images may be examined as part of comprehension.
  - Section 2: Reading and Responding
    - Flexibility in the style of analytical response (with a variety of provided questions)
    - Different forms of structured response to 1 or more print texts
    - Students must refer to one or more specified text types studied in course.
  - Section 3: Viewing
    - Stage 3 examines critical literacy
    - Students must refer to one or more specified non-print text types studied in course
- Viewing section should examine non-print texts studied in course, rather than unseen static images.
- From 2008, the Curriculum Council needs to communicate a clear statement of intention in respect to the English course.
- In 2008, the Curriculum Council to distribute a 12-month implementation plan that outlines how the new course will be developed and communicate this to schools. The plan will also enable monitoring of the process of the development of the course.
- Plan is to include very clear timelines/targets/training needs (i.e. what is to be achieved by Term 1 / Semester 1, 2 etc.) – no ad hoc release of information.
- Review the newly developed strategic plan regarding moderation, consensus meetings and comparability, including a stipulated timeline, which is to be provided at the outset of each year.

- Urgent changes identified by other groups (i.e. issue areas from today's jury) to be addressed by February 2008 after which there are to be no unplanned changes to the English course in 2008.
- Fully utilise the next two years to allow development and trialing of course and exam questions.
- Curriculum Council to use an expanded Teacher Development Coordinators (TDC) models i.e. use TDCs as a conduit for the dissemination of information with clear guidelines for the release of information (needs to include independent schools). To be phased out once capacity has been built within the schools

AND/OR

Improve flow of information from Curriculum Council directly by developing a simple course/implementation clearly explained, supported by a single Curriculum Council coordinator and use the Head Of Department/Head Of Learning Area/nominated teacher (if no HOD/HOLA) as the main contact within the school.

- Establish a paid, representative consultation group which enables participation by regional teachers. Schools to consider the provision of additional time for teachers to attend these groups.
- No changes to be made to the implementation process during the 2008 course after February, to ensure stability in the interim – but if required, have a minimum timeframe before changes can occur (i.e. 20 weeks of time in advance).
- Need new stage grades before February 2008
- Need one system of marking with clear exemplars by February 2008
- Need consensus meetings midway Terms 1, 2 and 3
- Additional sample programs and assessments to be provided to teachers free of charge.

### **Longer Term English Teacher Jury Recommendations (to be completed in 2009)**

- The course needs to be structured around a whole year.
- Three distinct stages need to be developed to cater for student interests and abilities, and which allow movement for students between a total of nine potential pathways:

- There should be a progression of difficulty from Year 11 to 12, while maintaining the flexibility to switch between Stages.
- Proposed Structure

Year 11	Year 12	Exam	After school options
1	1	X	Employment/ TAFE apprenticeship
2	2	Optional	TAFE/ University
3	3	Compulsory	University

- When Stage 3 course is rewritten, take into account the majority of students are 17 years old, and reflect input from stakeholders, (e.g. employers, universities). To be trialed in 2009, including Grade Descriptors.
- Once this issue has been addressed, 3B will be integrated into the new, year-long course structure (2010).
- Course documentation should move away from 'Outcomes' based language, (e.g. levels/bands), and provide a glossary of terms.
- Documentation needs to be developed for Years 11 and 12 that reflects the learning processes of K-10.
- Content to capture need, text types and genres for Year 11 and 12.
- This new course needs to be aligned with the K-10 Syllabus being released in December.
- Content needs to reflect mobility between pathways. Sufficient content for Stage 2 to be developed in Year 12 as alternative to Stage 3 in Year 12.
- Courses and structures are defined with a syllabus, and assessed on different scales (trial 2009).
- A specific range of text types and genres are developed for each stage (trial 2009).
- This range of text types to be realistically achievable during a single year of study, focusing on depth rather than breadth.
- Text types and genres need to be broad enough to reflect key concepts (remembering that some students will not be doing the exam – to be trialed in 2009).
- Description of units, including text types that take into account the end users (students) (trial 2009).

- Course content to contain specific and limited text types and core content (e.g. conventions) which enables a learning sequence and a progression over two years (trial 2009).
- Courses to be designed around the content, concepts, and text types rather than assessment: assessment should flow from content (trial 2009).
- Eliminate the four prescribed task types (assessment weightings) to allow for teacher professional discretion and student direction according to syllabus (trial 2009).
- Reduce the amount of required assessment in examinable units to allow for exam preparation time (trial 2009).
- Assessment weightings should include print and non-print texts (trial 2009).
- Penalties for late work or non-submission in examinable courses are to be standardised by the Curriculum Council (trial 2009).
- Penalties for non-examinable courses are to be set at a school level (trial 2009).
- Strategies to deal with plagiarism be developed and disseminated (trial 2009).
- Fully utilise the next two years to allow development and trialing of course and exam questions.
- Provide appropriate professional development for educators to cover the concepts and content of the courses.
- Professional development needs to be accessible across the state, and timetabled as part of implementation.

Other recommendations were not provided within a timeframe but nonetheless reflect English Teacher concerns. The English Teacher jury identified the following strategies regarding recruitment and retention of teachers:

- We understand that Curriculum Council cannot directly influence this issue, but this group wants to make recommendations in respect to workload given the time required to learn/implement new course
  - 0.8 FTE for all English teachers
  - Paid out of hours professional development
  - Provide more administrative support
  - More English teachers
  - Marking time to be recognised

- Retention, training and recruitment of English teachers needs to be addressed
- Loss of English teachers needs to be addressed.

## **ENGLISH TEACHER JURY FEEDBACK**

Feedback on the jury process was gained formally through the evaluations completed by each jury member at the close of each day of the English Teacher Jury (refer to Appendix Two for a full report of the evaluation results) as well as informally through correspondence and unsolicited feedback.

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

As was the case with all previous juries, the English teacher jurors indicated that having the opportunity to have their opinions heard, interact with colleagues, and have some influence on the English course development were the best things about the jury. Comments for jurors included:

- *“An excellent process that was dynamic and inclusive.”*
- *“An opportunity to have a real input into the things.”*
- *“Progression made – clear goals / timeline.”*
- *“Best practice re accountability and collaborative decision making.”*
- *“The opportunity to feel as though we are shaping English Education for the future.”*
- *“The respect and anonymity.”*

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

At the completion of Day One of the English Teacher Jury, jurors provided significant feedback regarding a number of issues they felt impeded the jury process and outcomes. The most significant issue was the need for more time to deliberate generally, and the need to impose time limits on each aspect of the jury process. Feedback from Day One was utilised by the Teacher Jury Integrity Group to design the jury process for Day Two. Examples of the feedback included:

- *It would have been wonderful if we had all agreed right from the start. I suppose, though, considering we had all been teaching the course our jury was going to take much longer than other juries did.”*
- *“Have 3 days planned ahead in future – might not need to use all, but available.”*
- *“Parameters for semantics need to be limited.”*

- *“To have allowed two days from the beginning.”*
- *“More opportunity for anchor to keep “the egos” in check – some teachers like to hijack discussion with trivial matters and irrelevant issues. This needs to be curtailed.”*
- *“Take a vote on issues earlier. Once we have reached a decision, we can put the issue to bed, end of discussion.”*
- *“Really stress time management. People tend to get carried away and they need stopping!”*

Day One and Day Two results were reviewed to determine if there had been any significant alteration to English teacher jurors’ views. It appears the amended process and day’s agenda contributed significantly towards the day’s outcomes with jurors stating:

- *“The horseshoe congregation technique, Joel, Christina and IT crew. Voting pads.”*
- *“The extra time given to discuss the issues related to the English course – more than on Day 1.”*
- *“Facilitation was excellent; voting system was a great time saver.”*
- *“Moving between whole group and small group allowed a lot to be achieved.”*
- *“The push-button things – they made voting anonymous which was good.”*
- *“Degree of consensus on Day 2.”*
- *“Structure was improved following Day One. Feelings of frustration / juror splits etc avoided well.”*
- *“Felt more positive on day 2 than I did on day 1.”*
- *“Day #2 was completed with a sense of closure. This made Day #2 more successful than Day #1. Congratulations to all facilitators and Dr C Gillgren.”*

## **CONCLUSION**

48 randomly selected English Teacher Jurors met over two days (27 August 2007 and 17 September 2007) to deliberate on what improvements needed to be made to the English course for senior secondary students of Western Australia. Over the course of two days the jury identified that the current course did not meet the needs of the students in Year 11 and 12, and that a new course was required to better ‘fit’ the needs of this group of young people.

During Day One, the jury identified six core issues (structure, content, assessment, comparability, examinations, and implementation) and developed a set of indicators of what a successful English Course should look like. Day Two focussed on developing a total of 86 recommendations, along with associated priorities and timelines to assist in the design of a new English Course for implementation in 2010.

The English Teacher jurors encountered a number of challenges in reaching their outcome; the most significant was the difficulty they had in finding a way forward on Day One of the jury. Juror views were polarised regarding the efficacy of the 'old' English course (i.e. known as the D and E course) and the English course under implementation, with one group wanting to retain the course under implementation in the short term, and the other group wanting to replace the current course with the old Tertiary Entrance Examination English Course while the new course was being developed.

With assistance from the facilitators both groups determined that despite their original difference of opinion, a new English course was needed as neither of what is now called the 'old' and the 'old-old' course meet the criteria of a successful English course (although both had strengths). The time taken to reach this conclusion was not originally in the jury design and this impeded the English jury's capacity to fully complete their deliberations. The jury crafted an interim report to the Minister of Education and Training, and the Curriculum Council asking that the jury be reconvened to finalise their deliberations.

Day Two of the jury was significantly different with jurors focussed on the identification of what a new course structure should look like. Once the issue of current versus 'old' course was put aside, a strong consensus was reached in the first vote for each category of recommendations. The major areas of disagreement appeared to be in relation to preferred use of syntax and/or apparent confusion regarding the use of terminology. These areas were resolved to a large degree, or at least to the point where teachers 'could live with' the terms used, and the jury was able to retain their focus on course development.

The results achieved over two days' deliberation on the English course are indicative of the high degree of commitment, motivation and professionalism from

all jurors. The outcomes reached, and the recommendations developed, all with strong consensus, are comprehensive and provide a clear way forward for all Senior Secondary English Course stakeholders.

## **VALIDATION OF ENGAGEMENT – ENGLISH COURSE**

The Curriculum Council has developed a plan for validation of jury decisions and recommendations. For the English Course validation of the jury's decision and recommendations will be undertaken by the Assessment Review and Moderation (ARM) panel, as well as via a reference group comprising English course stakeholders. The role of both the ARM panel and 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. These reports will be made available on the Curriculum Council website.

**APPENDIX 1: FINAL REPORT OF THE ENGLISH TEACHER JURY**  
**27 August 2007 and 17 September 2007**

Over the course of Day One of the English Teacher Jury the jury determined that for a course to be successful it should:

1. provide pathways for a range of student abilities within senior secondary school;
2. provide pathways to post-school options for the full range of students
3. have defined and appropriate content;
4. have an easily manageable assessment structure;
5. have obvious comparability across schools;
6. be examinable;
7. be compatible with school timetabling and students needs; and
8. have an implementation structure that allows sufficient time for teachers to plan their delivery of the course.

Using the criteria for a successful course the English Teacher Jury identified a number of issues with the current English course. These issues fell broadly into six categories.

1. Structure
2. Essential content
3. Assessment
4. Examinations
5. Comparability across schools
6. Implementation

At the completion of Day One of the English Teacher Jury the jury determined:

*“This jury believes that this course is flawed and that it must be reworked. This reworking requires more time than the process provided.*

*A number of recommendations have been developed, but there was insufficient time to gain the required consensus in the process. As such, it is recommended that the teachers from this jury, who are now familiar with the submissions and issues, be given the opportunity to reconvene to continue the development of the recommendations and this happen as soon as administratively possible.”*

At the completion of Day Two of the English Teacher Jury the jury determined:

<b>Recommendation</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Structure</b>			
• <i>The course needs to be structured around a whole year</i>			Yes
• <i>Three distinct stages need to be developed to cater for student interests and abilities, and which allow movement for students between a total of nine potential pathways</i>			Yes
• <i>The Curriculum Council complete a consultative process to develop an agreed set of terminology for “stage”, “pathways” etc across all courses</i>		Yes	
• <i>Flexibility needs to be retained for middle-cohort of students to access university entrance exams, and for students to get an A grade even if they are not doing TEE</i>		Yes	
• <i>There should be a progression of difficulty from Year 11 to 12, while maintaining the flexibility to switch between Stages.</i>			Yes
• <i>Before 2007 graduation, the WACE English Competency Policy needs to be released (and dated, as it is not)</i>	Yes		
• <i>WACE graduation English competency to be used immediately for students in 2007</i>	Yes		

**Proposed Structure**

Year 11	Year 12	Exam	After school options
1	1	X	Employment TAFE apprenticeship
2	2	Optional	TAFE university
3	3	Compulsory	university

<b>Timeline</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Essential content</b>			
• <i>When Stage 3 course is rewritten, take into account the majority of students are 17 years old, and reflect input from stakeholders, (e.g. employers, universities)</i>		Written	Trial, including grade descriptors
• <i>Once this issue has been addressed, 3B will be integrated into the new, year-long course structure.</i>			2010

<b>Documentation</b>			
• <i>All course documentation needs to be written in plain English, that students can understand without the teacher rewriting</i>		Yes	

<ul style="list-style-type: none"> <li>• <i>Syllabus' documentation needs to contain all the recommendations, specific content made rather than ministerial and press documentation</i></li> </ul>	<i>Complete updated package (currently dated August 2007) and including stage 3 descriptors, by Term 4</i>		
<ul style="list-style-type: none"> <li>• <i>Course documentation should move away from 'Outcomes' based language, (e.g. levels/bands), and provide a glossary of terms.</i></li> </ul>			<i>Trial</i>
<ul style="list-style-type: none"> <li>• <i>Documentation needs to be developed for Years 11 and 12 that reflects the learning processes of K-10</i></li> </ul>			<i>Trial</i>

<b>Scope and sequence</b>			
<ul style="list-style-type: none"> <li>• <i>Captures need, text types and genres for Year 11 and 12</i></li> </ul>			<i>Trial</i>
<ul style="list-style-type: none"> <li>• <i>This new course needs to be aligned with the K-10 Syllabus being released in December</i></li> </ul>			<i>Trial</i>
<ul style="list-style-type: none"> <li>• <i>Content that reflects mobility between pathways. Sufficient content for Stage 2 to be developed in Year 12 as alternative to Stage 3 in Year 12</i></li> </ul>			<i>Trial</i>
<ul style="list-style-type: none"> <li>• <i>Courses and structures are defined with a syllabus, and assessed on different scales</i></li> </ul>			<i>Trial</i>

<b>Depth and breadth</b>			
<ul style="list-style-type: none"> <li>• <i>Depth of text study is more important than breadth: rephrase course documentation of "a wide range" to "one or more texts"</i></li> </ul>	<i>To be incorporated in syllabus document for Term 4</i>		

<b>Text Types</b>			
<ul style="list-style-type: none"> <li>• <i>A specific range of text types and genres are developed for each stage</i></li> </ul>			<i>Trial</i>
<ul style="list-style-type: none"> <li>• <i>This range of text types be realistically achievable during a single year of study, focusing on depth rather than breadth</i></li> </ul>			<i>Trial</i>
<ul style="list-style-type: none"> <li>• <i>Text types and genres need to be broad enough to reflect key concepts (remembering that some students will not be doing the exam)</i></li> </ul>			<i>Trial</i>
<ul style="list-style-type: none"> <li>• <i>Description of units, including text types that take into account the end users (students)</i></li> </ul>			<i>Trial</i>

<ul style="list-style-type: none"> <li>Course content to contain specific and limited text types and a core content (e.g. conventions), which enable a learning sequence and a progression over two years</li> </ul>			<i>Trial</i>
<ul style="list-style-type: none"> <li>Provide a suggested not prescribed text list.</li> </ul>	<i>Incorporated in syllabus due Term 4</i>		
<ul style="list-style-type: none"> <li>Text types should be defined and limited</li> </ul>	<i>Incorporated in syllabus due Term 4</i>		
<ul style="list-style-type: none"> <li>Courses should specify genres to be studied at different stages to minimise the workload and provide more direction and comparability</li> </ul>	<i>Incorporated in syllabus due Term 4</i>		

#### **Grade related descriptors**

<ul style="list-style-type: none"> <li>Specific grade related descriptors need be written for each course, allowing course specific grades</li> </ul>	Yes		
<ul style="list-style-type: none"> <li>GRDs need to be holistic, not outcomes.</li> </ul>	Yes		
<ul style="list-style-type: none"> <li>Assessment should be based on genres, not outcomes</li> </ul>		Yes	

#### **Assessment**

<ul style="list-style-type: none"> <li>Courses to be designed around the content, concepts, and text types rather than assessment: assessment should flow from content</li> </ul>		<i>Mid</i>	<i>Trial</i>
<ul style="list-style-type: none"> <li>Investigations to be optional assessment type</li> </ul>	<i>Incorporate in syllabus document Term 4</i>		

#### **Assessment tasks**

<ul style="list-style-type: none"> <li>Eliminate the four prescribed task types (assessment weightings) to allow for teacher professional discretion and student direction according to syllabus</li> </ul>		<i>Consultative process – mid</i>	<i>Trial</i>
<ul style="list-style-type: none"> <li>Assessment structure should include oral and written tasks</li> </ul>			
<ul style="list-style-type: none"> <li>Keep creative writing and poetry as part of the course and as assessment tasks, but not used as a response type in exams</li> </ul>		<i>Developed by February</i>	
<ul style="list-style-type: none"> <li>Reduce the amount of required assessment in examinable units to allow for exam preparation time</li> </ul>		<i>Mid</i>	<i>Trial</i>

#### **Weightings**

<ul style="list-style-type: none"> <li>Weightings should include print and non-print</li> </ul>		<i>Consultative mid</i>	<i>Trial</i>
<ul style="list-style-type: none"> <li>Curriculum Council should specify</li> </ul>		<i>February</i>	

<i>weighting ranges, reducing current weighting for oral component. Oral component should still be valued as a course outcome.</i>			
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<b>Penalties</b>			
<i>• Penalties for late work, or non-submission in examinable courses are to be standardized by the Curriculum Council</i>		<i>Consultative mid</i>	<i>Trial</i>
<i>• Penalties for non-examinable courses are to be set at a school level</i>		<i>Consultative mid</i>	<i>Trial</i>
<i>• Strategies to deal with plagiarism be developed and disseminated</i>		<i>Consultative mid</i>	<i>Trial</i>

<b>Comparability</b>			
<i>• Consensus meetings are to be recognised as a valued form of moderation, and be made open to more English teachers</i>		<i>Feb</i>	
<i>• These consensus meetings are to be attended by a moderator, who will provide definitive decisions about grades</i>		<i>Yes</i>	
<i>• Consensus is to be done on like written text types, (e.g. all narratives, all reports)</i>		<i>Yes</i>	
<i>• The Curriculum Council is to allow and enable, and schools are to provide, more time for English teachers to meet and develop meaningful comparability processes</i>		<i>Yes</i>	
<i>• To ensure agreement on grades, consensus meetings should include marking of work samples, both unseen and student work samples</i>		<i>Yes</i>	

<b>Examination</b>			
<i>• In the interest of stability for students and teachers, no changes should be made to the 2007 exam</i>			
<i>• Teachers need to be clear what content is examinable. Exams will link to what is taught in class, i.e. the explicit content</i>	<i>Do not implement in 2007</i>	<i>Yes</i>	

<b>Stage 2 Exams<sup>1</sup></b>			
<i>• This jury would like exams at this level to be optional – they do not meet the needs of students, demoralises them. There are other pathways to universities.</i>		<i>Yes</i>	

<sup>1</sup> This structure can be implemented for the current course for 2008, and should then be applied for the new course upon completion.

<ul style="list-style-type: none"> <li>• <i>If there must be an exam, it should be:</i> <ul style="list-style-type: none"> <li>○ <i>3 hour duration</i></li> <li>○ <i>structured writing to achieve a purpose</i></li> <li>○ <i>external at end of Year 12</i></li> </ul> </li> </ul>		Yes	
<ul style="list-style-type: none"> <li>• <i>Stage 2 exam structure</i></li> <li><i>Section 1 – Unseen reading</i></li> <li><i>Comprehension</i></li> <li><i>Section 2 – Writing</i></li> <li><i>Opportunity for a specified range of genres linked to course content</i></li> <li><i>Section 3 – Course Content</i></li> <li><i>Viewing and reading as studied in class</i></li> </ul>		Yes	

### **Stage 3 Exams<sup>2</sup>**

<ul style="list-style-type: none"> <li>• <i>Remove creative writing segment from Stage 3 – assessed in course content not in exam</i></li> </ul>		Yes	
<ul style="list-style-type: none"> <li>• <i>Writing is embedded within the exam</i></li> </ul>		Yes	
<ul style="list-style-type: none"> <li>• <i>Section 1: Comprehension</i></li> <li><i>Closed</i></li> <li><i>2 questions</i></li> <li><i>Numerous texts</i></li> <li><i>Still images may be examined as part of comprehension</i></li> </ul>		Yes	
<ul style="list-style-type: none"> <li>• <i>Section 2: Reading and Responding</i></li> <li><i>Flexibility in the style of analytical response (with a variety of provided questions)</i></li> <li><i>Different forms of structured response to 1 or more print texts</i></li> <li><i>Students must refer to one or more specified text types studied in course</i></li> </ul>		Yes	
<ul style="list-style-type: none"> <li>• <i>Section 3: Viewing</i></li> <li><i>Stage 3 examines critical literacy</i></li> <li><i>Students must refer to one or more specified non-print text types studied in course</i></li> <li><i>Viewing section should examine non-print texts studied in course, rather than unseen static images</i></li> </ul>		Yes	

### **Implementation**

#### *Strategic planning*

<ul style="list-style-type: none"> <li>• <i>From 2008, the Curriculum Council needs to communicate a clear statement of intention in respect to the English course.</i></li> </ul>		Yes	
<ul style="list-style-type: none"> <li>• <i>In 2008, the Curriculum Council to distribute a 12-month implementation plan that outlines how new course will be developed and communicate this to</i></li> </ul>		Yes	

<sup>2</sup> This structure can be implemented for the current course for 2008, and should then be applied for the new course upon completion.

<i>schools that will also monitor the process of the Curriculum Council.</i>			
<ul style="list-style-type: none"> <li>• <i>Plan is to include very clear timelines/targets/training needs (i.e. what is to be achieved by Term 1 / Semester 1, 2 etc.) – no ad hoc release of information</i></li> </ul>		Yes	
<ul style="list-style-type: none"> <li>• <i>A strategic plan needs to be developed for moderation, consensus meetings and comparability, including a stipulated timeline, which is to be provided at the outset of each year.</i></li> </ul>	Begin	Annual review	Annual review
<i>Urgent changes identified by other groups to be addressed by February 2008 after which there are to be no unplanned changes to the English course in 2008</i>		Early 2008	
<ul style="list-style-type: none"> <li>• <i>Fully utilise the next two years to allow development and trialing of course and exam questions.</i></li> </ul>		Yes	Yes

<b>Communication</b>			
<ul style="list-style-type: none"> <li>• <i>The Curriculum Council must develop clear, consistent communication, available to all English teachers</i></li> </ul>	Yes	Ongoing	Ongoing
<ul style="list-style-type: none"> <li>• <i>Improve consistency of information between Curriculum Council and AISWA, Catholic Education Office and Department of Education and Training (DET)</i></li> </ul>	Yes	Ongoing	Ongoing
<ul style="list-style-type: none"> <li>• <i>Establish a clear chain between the Curriculum Council and the various target groups (AISWA, Catholic Ed and DET) and clear processes within these groups (further down the chain) to ensure that information is shared in a consistent manner</i></li> </ul>	Yes	Ongoing	Ongoing
<ul style="list-style-type: none"> <li>• <i>Curriculum Council to use an expanded Teacher Development Coordinators model i.e. use TDCs as a conduit for the dissemination of information with clear guidelines for the release of information (needs to include independent schools). To be phased out once capacity has been built within the schools</i></li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• <i>Improve flow of information from Curriculum Council direct by developing a simple course/implementation clearly explained, supported by a single Curriculum Council coordinator and use the HOD/HOLA/nominated teacher (if no HOD/HOLA) as the main contact within the school</i></li> </ul>		Yes	
<ul style="list-style-type: none"> <li>• <i>Have dedicated people within the</i></li> </ul>			

<i>Curriculum Council to respond to queries and provide linkage between DET/AISWA/Catholic Ed</i>			
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<b>Consultation</b>			
<i>• Establish a paid, representative consultation group which enables participation by regional teachers. Schools to consider the provision of additional time for teachers to attend these groups</i>		Yes	

<b>Professional Development</b>			
<i>• Provide appropriate PD for educators to cover the concepts and content of the courses</i>			Yes
<i>• PD needs to be accessible across the state, and timetabled as part of implementation</i>			Yes

<b>Guidelines for implementation</b>			
<i>• No changes be made to the implementation process during the 2008 course after February, to ensure stability in the interim – but if required, have minimum timeframe before changes can occur (i.e. 20 weeks of time in advance)</i>	Yes	Yes	

<b>New marking system</b>			
<i>• Need stage 3 grade descriptors before end of 2007</i>	Yes		
<i>• Need new stage grades before February 2008</i>		Yes	
<i>• Need one system of marking with clear exemplars by February 2008</i>	Yes	Yes	
<i>• Need consensus meetings midway Terms 1, 2 and 3</i>		Yes	

<b>Resource allocation and accountability</b>			
<i>• Where assessment items are resource-based tasks, resources of schools needs to be considered (no expectation that particular resources will be used)</i>			
<i>• Additional sample programs and assessments to be provided to teachers free of charge</i>		Yes	Ongoing

<b>Workload for teachers</b>			
<i>We understand that the Curriculum Council cannot directly influence this issue, but this group wants to make recommendations in respect to workload given the time required to learn/implement new course</i>			
• <i>0.8 FTE for all English teachers</i>			
• <i>Paid out of hours PD</i>			
• <i>Provide more admin support</i>			
• <i>More English teachers</i>			
• <i>Marking time to be recognised</i>			
• <i>Retention, training and recruitment of English teachers</i>			
• <i>Loss of English teachers needs to be addressed</i>			

## APPENDIX 2: ENGLISH TEACHER JURY EVALUATION OUTCOMES

### ROUND C TEACHER FINAL JURY EVALUATION SUMMARY DAY TWO of the ENGLISH TEACHER JURY Monday 17<sup>th</sup> September 2007

The qualitative and quantitative responses from 47 teacher jurors indicate a *very positive* overall result for Day Two and the outcomes of the English Teacher Jury (one juror did not complete an evaluation form). This report provides **insight** into the views of the participants in the session. The results are valid, reach statistical significance, and all tables show a strong skew to the positive.

#### ***This Teacher Jury (47 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>29</b>	18	0
3. PROVIDED ME ADEQUATE OPPORTUNITY TO CONTRIBUTE MY VIEWS TO THE DECISIONS MADE:	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	3	14	<b>30</b>
4. PROVIDED ME AN APPROPRIATELY SECURE ENVIRONMENT FOR THE JURY PROCESS:	NOT AT ALL	SLIGHTLY	FAIR AMOUNT	MOSTLY	COMPLETELY
	0	0	0	4	<b>43</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	2	15	<b>30</b>	0

**X** = majority responses

#### ***We:***

5. WE DISCUSSED ALL ISSUES THAT I CONSIDER RELEVANT	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	4	<b>26</b>	17
6. ACHIEVED OUR GOALS	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	0	4	<b>28</b>	14

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

7. TIME MANAGEMENT WAS PACED APPROPRIATELY TO MY NEEDS	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	1	5	<b>27</b>	14

**TEACHER JURY EVALUATION SUMMARY (Continued)**  
**ENGLISH**  
**Monday 17 September 2007**

**English Teacher Jurors offered qualitative information as follows:**

<b><i>The one thing that could be done to improve this Jury is...(21 responses):</i></b>	
<ol style="list-style-type: none"> <li>1. Nil.</li> <li>2. It would have been wonderful if we had all agreed right from the start. I suppose, though, considering we had all been teaching the course our jury was going to take <u>much</u> longer than other juries did.</li> <li>3. Have 3 days planned ahead in future – might not need to use all, but available.</li> <li>4. Timing of responses – got a bit long at times. Got behind schedule.</li> <li>5. Parameters for semantics need to be limited.</li> <li>6. More buzzer; less time given to semantics.</li> <li>7. NONE – use of protocols very professional.</li> <li>8. Champagne at the end!</li> <li>9. To recognize that as the only subject course currently having implemented a COS – fully across all compulsory stages – we could've been given more time! BUT I know always an issue.</li> <li>10. More time.</li> </ol>	<ol style="list-style-type: none"> <li>11. More opportunity for anchor to keep “the egos” in check – some teachers like to hijack discussion with trivial matters and irrelevant issues. This needs to be curtailed.</li> <li>12. Can't really think of anything.</li> <li>13. N/A.</li> <li>14. Take a vote on issues earlier. Once we have reached a decision, we can put the issue to bed, end of discussion.</li> <li>15. Really stress time management. People tend to get carried away and they need stopping!</li> <li>16. A greater representation of experienced teachers.</li> <li>17. Sticking to time frames.</li> <li>18. Nothing.</li> <li>19. Limit discussion time after a specified interval.</li> <li>20. Make sure that respectful behaviour (listening, taking turns) is maintained throughout the day.</li> <li>21. To have allowed two days from the beginning.</li> </ol>

**Further qualitative statements from respondents include:**

<b><i>The <u>best</u> thing about this Jury was... (41 responses):</i></b>	<b><i>The <u>worst</u> thing about this Jury was... (24 responses):</i></b>
<ol style="list-style-type: none"> <li>1. Secure environment, no pressure. Ample opportunity to contribute views and opinions.</li> <li>2. Leaders.</li> <li>3. The professional way it was facilitated – Christina + Joel were gems!</li> <li>4. Well organised, kept focus well.</li> <li>5. Small group single focus and single task focus.</li> <li>6. Time to decide recommendations.</li> <li>7. The respect and anonymity.</li> <li>8. The horseshoe congregation technique, Joel, Christina and IT crew. Voting pads.</li> <li>9. Working collaboratively for the benefit of the kids.</li> <li>10. An excellent process that was dynamic and inclusive.</li> <li>11. An opportunity to have a real input into the things.</li> </ol>	<p><b>Worst thing about this jury</b></p> <ol style="list-style-type: none"> <li>1. Long day!</li> <li>2. (Bloody English teachers!)</li> <li>3. Would like to have a consolidation exercise to clarify what achieved.</li> <li>4. Some people were off-topic or too dominant.</li> <li>5. The lack of success of Jury Day 1.</li> <li>6. Being cooped up for 8 hours!</li> <li>7. The time of year vs. school work load.</li> <li>8. Time wasted on semantics.</li> <li>9. At this time of term – a little tired.</li> <li>10. Getting 50 people to agree on something!</li> <li>11. Time – sometimes a lack of understanding about the current COS situation (which <u>highlighted</u> the issues anyway).</li> <li>12. Rushed.</li> <li>13. <u>So</u> much to do, so little time!</li> </ol>

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| <ul style="list-style-type: none"> <li>12. Progression made – clear goals / timeline.</li> <li>13. Best practice re accountability and collaborative decision making.</li> <li>14. The opportunity to feel as though we are shaping English Education for the future.</li> <li>15. The facilitators' professionalism. The structure of the day.</li> <li>16. Getting to have a say.</li> <li>17. Meeting an outcome.</li> <li>18. Collegiality.</li> <li>19. Colin was a great facilitator.</li> <li>20. Professionalism.</li> <li>21. The fact that all there enthusiastic.</li> <li>22. English teachers formulating the course they will teach and assess.</li> <li>23. Facilitation was excellent; voting system was a great time saver.</li> <li>24. The extra time given to discuss the issues related to the English course – more than on Day 1.</li> <li>25. Networking and ideas about sharing.</li> <li>26. Being involved in change. Listening to views of others. Being able to finish what we started.</li> <li>27. Lots of progress made and good results for new direction.</li> <li>28. Working with colleagues. Excellent process for this activity.</li> <li>29. The people running it and the people participating. I feel that a lot was achieved.</li> <li>30. The structure and facilitating of the Jury (horseshoe / table settings).</li> <li>31. Moving between whole group and small group allowed a lot to be achieved.</li> <li>32. The unanimous agreement on our recommendations. Voting system was also great.</li> <li>33. Occasionally was able to offer my POV. Far more efficient/structured than last effort.</li> <li>34. The push-button things – they made voting anonymous which was good.</li> <li>35. Degree of consensus on Day 2.</li> <li>36. The amount of passionate discussion.</li> <li>37. Having a say in the future development of the English Course. I think it could be the BEST in Australia!</li> <li>38. 1) The very efficient facilitation. 2) Its ability to represent all teachers.</li> <li>39. Structure was improved following Day One. Feelings of frustration / juror splits etc avoided well.</li> </ul> | <ul style="list-style-type: none"> <li>14. People getting bogged down in <u>small</u> issues and time wasting.</li> <li>15. Some teachers dominating discussion to detriment of others (in circle) – having to listen to some individual teachers talking about issues not central to purpose.</li> <li>16. It was very intense as we had much to do.</li> <li>17. N/A.</li> <li>18. Time pressures, especially with some people getting bogged down in the detail or wording.</li> <li>19. Endless, pointless discussion on what seemed fairly irrelevant detail.</li> <li>20. People getting too carried away and on their podiums – time getting away from us.</li> <li>21. The amount of semantic discussion.</li> <li>22. I really enjoyed this process; although some 'pedantic' people were, at times, indulged.</li> <li>23. Repetition of certain aspects of the collaborations.</li> <li>24. Was the loss of key points through the feedback process.</li> </ul> |
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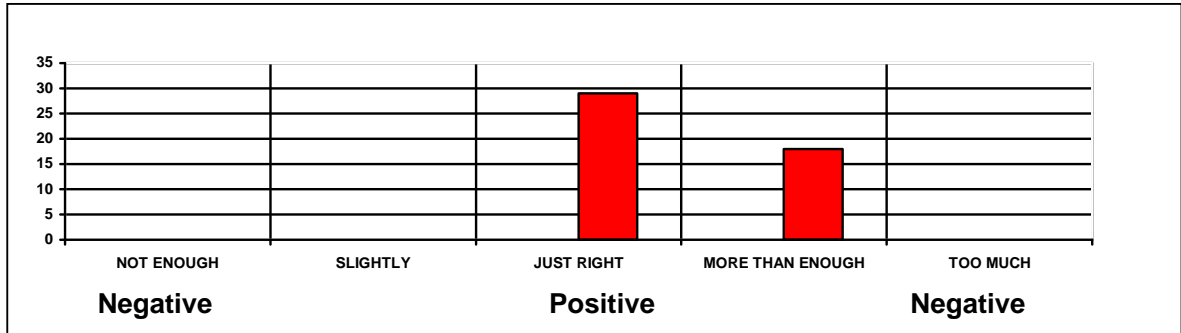
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|---|--|
| <p>40. Transparency.</p> <p>41. The opportunity to voice concerns and speak for colleagues who we represented and students.</p> |  |
|---|--|

**Other Comments: (20 responses):**

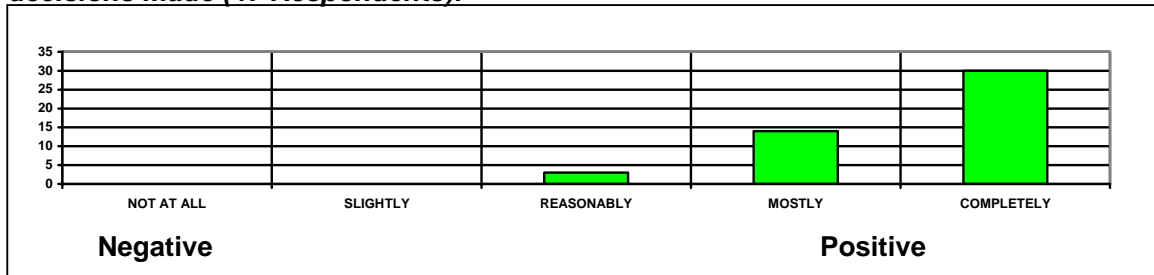
1. Felt more positive on day 2 than I did on day 1.
2. Very productive.
3. Day #2 was completed with a sense of closure. This made Day #2 more successful than Day #1. Congratulations to all facilitators and Dr C Gillgren.
4. There was a significant difference in capacity to organise discussion between facilitators on Day 1 and Day 2. Christine was excellent, but I found Helen allowed too much digression.
5. Well organised, facilitated, GSOH, thoughtful.
6. A great feeling of accomplishment and closure.
7. Thanks for the opportunity to participate.
8. Pleasure to be involved in the process. Should be more of it (teacher consultants).
9. Proves that 'those at the coal face' can work as a team without supervision on an important decision in the best interests of our students.
10. I appreciated the professional and respectful way in which the facilitating team (Joel, Christina et al) conducted this day.
11. Day 2 was productive and provided opportunity for all Jury members to speak and express their views.
12. An excellent process.
13. Perhaps selection process of teachers involved needs to be examined – some teachers contributed nothing due to lack of experience and knowledge.
14. I have a headache.
15. Being a part of this (especially Day 2) has given me a better understand of the 'better' English course. Very productive!
16. N/A.
17. Overall a productive and positive experience. We want things to move forward quickly now.
18. Facilitator needs to be firmer. If people are talking about pointless material, he must shut them down so we can move on. Wasted far too much time on issues we have no control on.
19. Thank you for having the jury, it was painful but quite well-managed.
20. Overall interesting.

**GRAPHICAL REPRESENTATION OF THE TABLES FOLLOWS:**

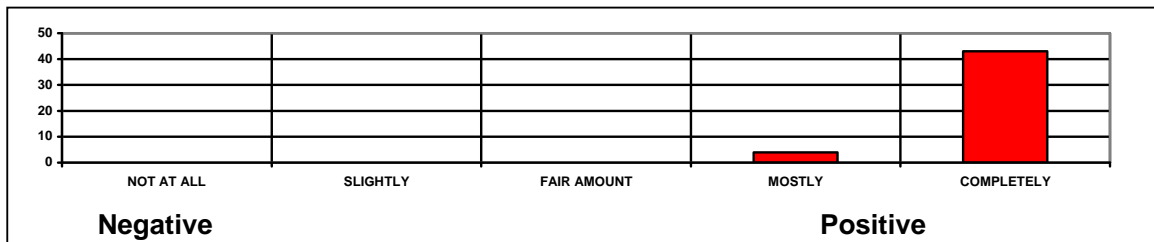
**1. The Jury provided an appropriate amount of information to meet my needs (47 Respondents):**



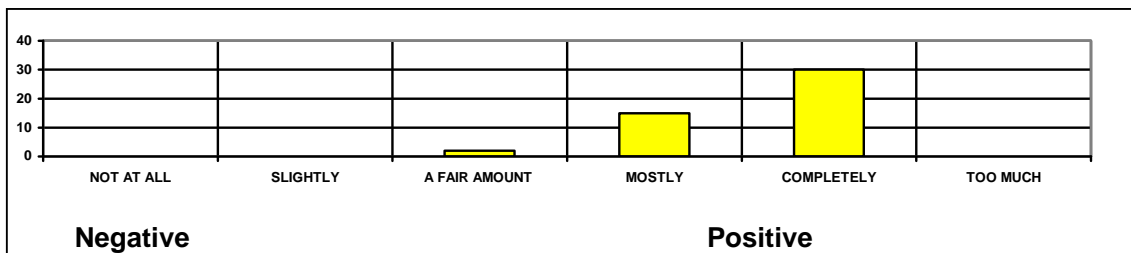
**3. The Jury provided me adequate opportunity to contribute my views to the decisions made (47 Respondents):**



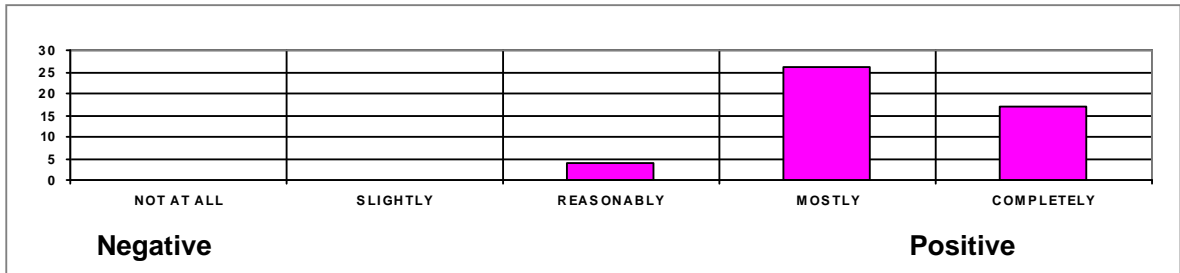
**4. The Jury provided an adequately secure environment for the Jury process (47 Respondents):**



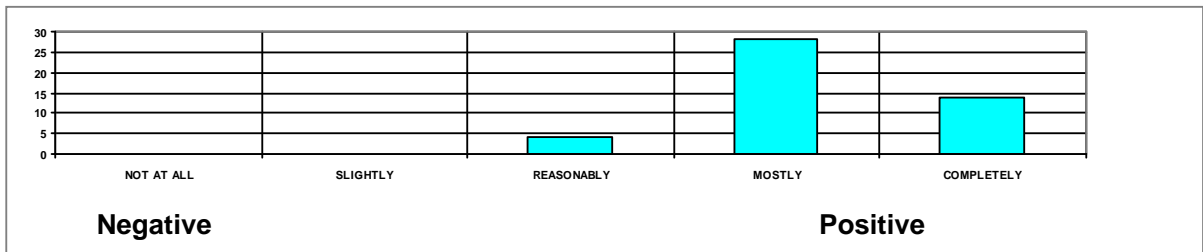
**2. The Jury provided me an appropriate depth and detail of information to meet my needs (47 Respondents):**



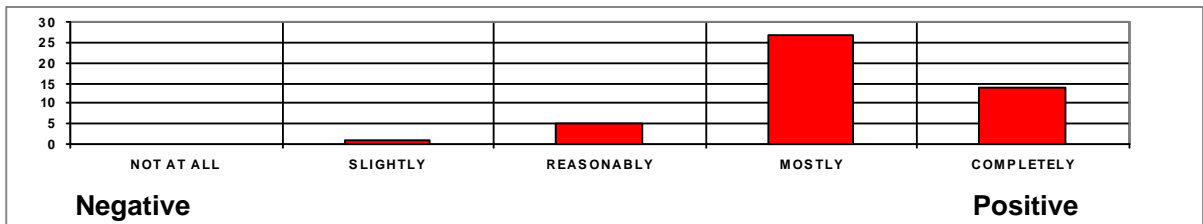
**5. We discussed all issues that I consider relevant (47 Respondents):**



**6. We achieved our goals (47 Respondents):**



**7. Time management was paced appropriately to meet my needs (47 Respondents):**



**ROUND C TEACHER JURY EVALUATION SUMMARY: DAY ONE**  
**ENGLISH DAY ONE**  
**Monday 27 August 2007**

The responses of the 48 in this group are reported here *and are indicative of the perceived lack of progress during Day One only. This data reached statistical significance, and provides insight into the views of the participants.*

***This Teacher Jury (48 Respondents):***

PROMPT	NOT ENOUGH	SLIGHTL	JUST RIGHT	MORE THAN ENOUGH	TOO MUCH
1. PROVIDED AN APPROPRIATE <u>AMOUNT</u> OF INFORMATION TO MEET MY NEEDS:	3	3	<b>24</b>	17	0

3. PROVIDED ME ADEQUATE OPPORTUNITY TO <u>CONTRIBUTE MY VIEWS</u> TO THE DECISIONS MADE:	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	0	5	9	<b>17</b>	14
4. PROVIDED ME AN APPROPRIATELY <u>SECURE ENVIRONMENT</u> FOR THE JURY PROCESS:	NOT AT ALL	SLIGHTLY	FAIR AMOUNT	MOSTLY	COMPLETELY
	0	0	6	10	<b>31</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
	3	2	9	<b>21</b>	11	1

**X** = majority responses

***We:***

5. WE DISCUSSED ALL ISSUES THAT I CONSIDER RELEVANT	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	6	<b>14</b>	6	<b>14</b>	8
6. ACHIEVED OUR GOALS	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	<b>22</b>	19	6	1	0

***Time management of this Jury was***

7. TIME MANAGEMENT WAS PACED APPROPRIATELY TO MY NEEDS	NOT AT ALL	SLIGHTLY	REASONABLY	MOSTLY	COMPLETELY
	12	<b>17</b>	11	8	0

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

<b><i>The one thing that could be done to improve this Jury is...:(43 responses):</i></b>
<ol style="list-style-type: none"> <li>1. Smaller groups.</li> <li>2. More specific questions.</li> <li>3. Time management.</li> <li>4. Allowing more time to consider the recommendations.</li> <li>5. Time given wasn't sufficient for the enormity of the task.</li> <li>6. Firmness on controlling time frame i.e. making a key leadership decision and voting.</li> <li>7. Become far more efficient.</li> <li>8. More time.</li> </ol>

9. More time. Too much was asked for 1 day (expectations a little high).
10. More time. There were so many issues and recommendations that could not be discussed in full in time allocated. It lead to a feeling of responses not being voiced. Lead to a feeling of frustration that so much of what the jury had to say and recommend was simply not provided for. We all felt that we were there to make a difference. I'm not sure we actually did.
11. A contingency plan for a hung jury (clear procedure).
12. Establish clear guidelines for time management – focus more on making recommendations.
13. More time to discuss key issues and recommendations.
14. More control by facilitators to move group on – too many procedural interruptions.
15. More time. Less time with CC input may have given us more deliberation time.
16. The jury requires much more time to make recommendations.
17. I felt that our particular table worked really constructively towards consensus on many items prior to the process being hi-jacked by people wishing to return to the 'old' system.
18. Specify that it is not a forum.
19. Probably half the size.
20. Have anticipated the need for 2 days.
21. A timetable for each issue to be discussed in.
22. Time!! Far too long was taken in the morning.
23. More time was needed to achieve anything – this is a very emotional topic.
24. Develop specific ideas/questions to be voted on. Provide inexperienced teachers with copies of D and E course syllabus.
25. Give us more time.
26. Have submissions from other stakeholders outside the teaching profession – uni, employers.
27. Time (more!)
28. More time.
29. More time to deliberate.
30. People to keep on track.
31. Call the CC in the middle. Allow time for jurors to discuss the recommendations.
32. Length of time spent with jury.
33. For a course that has been implemented more time was needed.
34. Run over 2 days.
35. To provide more time (another day).
36. More time.
37. More time required for deliberation.
38. More time – one day was insufficient given the flaws in this CoS.
39. More time – jury to reconvene as necessary.
40. Prepare questions (submit online) before attending so they could be collated.
41. More time allocated for complex course already underway.
42. We needed more time to make our recommendations.
43. Nothing.

**Further qualitative statements from respondents include:**

***The best thing about this Jury was... (48 responses):***

1. The chance to speak about all the concerns.
2. General consensus on what needed to be done. Mixture of representatives.
3. An opportunity to raise concerns.
4. Being able to voice my opinions.
5. Being given the opportunity to have a say.
6. The great range of teachers – backgrounds, experiences.
7. The discussion.
8. Getting to have a say on a very controversial issue.
9. Discussion.
10. Chance to deliberate.
11. Friendly atmosphere. Collaborated very well together. A good range of English

- teachers.
12. Excellent concern by all teachers. All voice freely ideas.
  13. The passion of teachers.
  14. Having the opportunity to voice my opinion/have input.
  15. The way the discussion worked and was managed on my table [Anna's]; the professional approach of all members of the table/jury.
  16. The opportunity to do something – unfortunately thwarted by ... and time.
  17. Genuine discussion and deliberation to reach consensus.
  18. The ability of the people at my table [Anna's] to reach consensus.
  19. Our facilitator at our table. [Anna]
  20. The discussion our table conducted working towards some good directions with the English CoS.
  21. The management/ facilitators. The people on my table.
  22. Interesting, informed people.
  23. Facilitators. Joel, Christina, Kim and Helen.
  24. Opportunity to discuss the nuances of the course and read submissions from my peers.
  25. Open, frank discussion.
  26. Professionalism, excellent facilitation over a difficult day!!!
  27. Facilitators were excellent.
  28. Obvious passion and dedication of contributors.
  29. Sharing views.
  30. Its impartiality.
  31. Leighton our facilitator was fair and kept our group on track.
  32. Facilitator and scribe did a good job.
  33. Professional discussion.
  34. Forum to discuss our concerns and come up with positives.
  35. The availability of Christina and Joel. Our facilitator [Leighton].
  36. Leighton was excellent.
  37. Facilitators and scribes maintained order within groups and helped discussion.
  38. Chance to voice concerns; hear other perspectives; facilitators.
  39. The opportunity to discuss the courses and feel our views were valued.
  40. Sharing ideas and issues.
  41. Opportunity to discuss issues.
  42. Atmosphere and manner of discussions.
  43. Open discussion.
  44. Genuine discussion and efforts to fix things.
  45. Sharing with colleagues.
  46. Expressing issues concerning the flaws with the course to improve it in the future.
  47. Open collaborative process.
  48. A chance to participate in this very important process and address a flawed system that has been forced on teachers.

***The worst thing about this Jury was... (46 responses):***

1. Running out of time, hence the need to reconvene.
2. Size.
3. Some off task discussion.
4. Time!!!! It went for too long with nothing achieved.
5. The lack of time.
6. Not provision for going overtime for people with family commitments and travelling back to country.
7. The discussion.
8. Wasting far too much time on what proved to be irrelevant info.
9. Discussion and indecision.
10. Lack of time.
11. Feeling rushed. Not enough time for these very important decisions.
12. Not enough time.

13. Clarity of direction, poor interpretation and flawed process.
14. Not having the opportunity to have real input into course changes – too much time was spent deliberating basic direction of courses.
15. Not enough time to discuss the 10 key areas for consideration.
16. Some people thought they needed to take charge and dominated every discussion.
17. Not enough time for deliberation.
18. Not being given adequate time to actually do the job. We did not get time to make actual, real, considered recommendations. It is extremely important that CC and the Minister of Education enable the jury to do its job.
19. The whole process halting because people cannot cope with the idea of change!
20. I felt thwarted by the fact that it twined into a vote of confidence in the course – that's not why we came here today. We came here to make some positive and real changes.
21. The frustration of non-achievement.
22. Not achieving the goal.
23. Frustration at the amount of work that is going to be needed to 'fix' English.
24. Management of some views – where a pre-determined position was taken and not moved by anything else!!
25. Very difficult to make a decision and could not make any meaningful comments.
26. Participants being pedantic to the point of inertia; frustrating!
27. The lack of overall consensus.
28. Too little time.
29. Lack of time and course material (previous course).
30. Negativity of one or two participants.
31. Time limitations.
32. Time, time, time – bogged down by detail.
33. Lack of time.
34. Process and time management.
35. We didn't have enough time for all the issues.
36. Lack of time.
37. That we ran out of time. This needed to be a 2 day process.
38. Lack of time.
39. Time (lack of).
40. Inability for group convenor (for all five groups) to take forward requests for votes.
41. Lack of time.
42. Expectation (?) of doing too much in too little time.
43. Not enough time at the end.
44. New ideas brought up halting making all recommendations (also a good thing though as people had their views expressed and voted on – flexible arrangements).
45. The direction seemed to shift late in our consultation – suddenly we were asked to consider going back to the old course. The 50/50 was problematic – I am pro outcomes education and it concerns me that the political agenda took hold of fantastic group consensus.
46. Not been able to offer more constructive recommendations.

**Other Comments:** (21 responses):

1. The role as a jury member has a considerable responsibility to students, parents and English teachers. This is not to be underestimated!
2. Excellent facilitator (Joel and team)
3. Appreciated the opportunity to have a say.
4. Towards the end I would have preferred a Top 5.
5. Very debatable as to if this was an efficient way to tackle the issue of NCOS.
6. Thank you.
7. This jury needs at least one more full day to discuss the key areas under consideration for the English C of S.
8. I really want to do this properly and see it through – a lot of teachers need to believe in the integrity of the jury.
9. Our table [Anna's] functioned extremely well. We need to reconvene to continue deliberations. The process was very professionally facilitated.



