

**Teacher Jury Report 8
VALIDATION REPORT: Stages 4-7**

Dr Christina Gillgren
Independent Consultant



Aha! Consulting

Email: christina.gillgren@ahaconsulting.net.au Post: PO Box 2031 DOGSWAMP WA 6060

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Commonly used acronyms:

AISWA:	Association of Independent Schools of Western Australia
ARM:	Assessment Review and Moderation Panel
CEO:	Catholic Education Office
CC:	Curriculum Council
DET:	Department of Education and Training
HoD	Head of Department
LOTE:	Languages other than English
PD:	Professional Development
SSEC:	Senior Secondary Education Committee

VALIDATION REPORT STAGES 4 – 7

This report is to be read in conjunction with, and in addition to the Validation Report Stages 1 - 3. It constitutes the second and final part of the validation process undertaken by the Independent Consultant.

The Validation Report Stages 4 - 7 outlines the status of implementation of recommendations for 22 of the 50¹ teacher juries held between April and December 2007. These courses either required significant modifications which delayed the implementation date, or were courses already under implementation.

This report is divided into two sections. The first section provides information relating to the following 12 courses that were ready for validation as of 29 February 2008:

- Ancient History
- Biological Science
- Business Management and Enterprise
- Food Science and Technology
- Geography
- Health Studies
- Indonesian: Second Language
- Integrated Science
- Literature
- Music
- Aviation
- English as an Additional Language/Dialect.

The second section provides an update on the progress of course development for validation for ten courses. These courses are:

- Accounting and Finance
- Applied Information Technology
- Children Family and Community
- Earth and Environmental Science
- Engineering
- English
- Mathematics
- Mathematics Specialist
- Media Production and Analysis
- Physical Education

¹ 50 teacher juries were held for 48 courses over 2007. This includes two rounds of juries for Mathematics and Mathematics: Specialist courses for accreditation and implementation purposes respectively.

INDEPENDENT CONSULTANT'S ROLE

In line with the commitment made by the Independent Consultant that the validation process would constitute the final step in building stronger links and better collaboration between education stakeholders, this validation process caters for the withdrawal of the role of Independent Consultant.

The independent Consultant's role has been to provide an independent review of the documentation (evidence) about the level of satisfaction by each subject teacher cohort with the Curriculum Council's incorporation of jury recommendations into courses.

It is the Independent Consultant's view that the process for validation is now well established to the satisfaction of all parties. It allows for accountability and transparency so that all parties involved can input into, evaluate and monitor the progress of incorporation of jury recommendations.

SECTION ONE: VALIDATION OF ENGAGEMENT

In undertaking this validation of the engagement process by the Curriculum Council, this review has sighted a large number of documents as outlined in the Validation Plan (refer Validation Report: Stages 1 – 3).

STAGE FOUR COURSES

The validation of engagement of Stage 4 comprises courses for implementation in 2009 that have undertaken significant course revision as a result of teacher jury recommendations. The courses reported are only those ready to be validated as of 29 February 2008. These courses include:

- Ancient History
- Biological Sciences
- Business Management and Enterprise
- Food Science and Technology
- Geography
- Health Studies
- Indonesian: Second Language
- Integrated Science
- Literature
- Music

The Curriculum Council determined that the validation process for courses to be introduced in 2009 but with significant course revision is as follows:

1. Course reference groups were established with broad representation base of all key stakeholders including jury members, Assessment, Review and Moderation panel members and teachers/ educators representing a range of views and perspectives. The role of the reference groups is to lead and guide the writing and consultation process for course development.
2. Responses and actions to be taken by the Curriculum Council to address each teacher jury recommendation will be validated by the course reference group.
3. Jury reports, proposed actions and responses, and revised courses were to be placed on the Council website with survey questions. Feedback was requested from teachers, professional associations and DET/ AISWA/ CEO networks.

4. Final product/s along with jury report was circulated to representatives at DET, AISWA and CEO for final comment.
5. Independent validation of a number of Stage two courses was to be undertaken by Director, Curriculum from NSW Department of Education and Training.
6. Work related to jury recommendations was to be validated by teacher groups in consultative forums including exam and grading seminars. This could take the form of centrally or regionally funded seminars for all schools before or on 15 October 2007.

Please note that **'sample' support material** reviewed includes teacher support, exam and course design briefs, examinations, marking keys, specifications booklet, and Grade Related Descriptors for each course where available

Validation Report – Ancient History Course²

I confirm that I have reviewed the documentation of the above course in line with the identified validation process as follows:

The Ancient History course outline, the 'sample' support material developed for the 15 October 2007 Professional Development day and the most recent course materials (December 2007) were reviewed and found to contain modifications consistent with the History Teacher Jury recommendations.

Minutes from the Ancient History Reference Group (27 July, 6 September, 20 September, 23 October and 4 December 2007) provide clear evidence that all course modifications were endorsed by this group of eighteen teachers/ educators.

Ancient History teachers (n = 16) were consulted on the 15 October 2007 Professional Development day and accepted the course unanimously. This teacher group also made recommendations to further enhance materials. All recommended changes were again endorsed by the reference group and the course modified accordingly prior to the Ancient History course being accredited by the Curriculum Council in December 2007.

VALIDATION: From the evidence reviewed, the ANCIENT HISTORY course meets the criteria for validation.

Validation Report – Biological Science Course

I confirm that I have reviewed the documentation of the above course in line with the identified validation process as follows:

The Biological Science course outline and 'sample' support material (including Grade Related Descriptors exemplar) developed for the 15 October 2007 Professional Development day were reviewed in light of the teacher jury recommendations. The course iterations up until the December 2007 accreditation version were also reviewed. All course modifications are consistent with both teacher jury recommendations and teacher consultation outcomes.

Minutes of the reference group (30 July, 14 August, 30 August, 5 September, 14 September, 21 September and 31 October 2007) were also sighted. According to the minutes three working groups were formed to review Stages 1A – 3B with all reference group members consulting their Biological Science teacher network to ensure that the course amendments were reflective of teacher requirements. All modifications to the course were endorsed by the full Reference Group.

In addition to the reference group led consultation, teacher consultation also occurred at the 15 October Professional Development day with 69 teachers (86% of teachers surveyed) stating that they found the course useful or very useful, and 76 teachers (or 78%) stated that they thought the scope and sequence useful or very useful.

VALIDATION: From the evidence reviewed, the BIOLOGICAL SCIENCE course meets the criteria for validation.

² Modern History and Ancient History have now replaced History: Ancient and Modern

Validation Report – Business Management and Enterprise Course

I confirm that I have reviewed the documentation of the above course in line with the identified validation process as follows:

The Business Management and Enterprise course outline and 'sample' support material developed for the 15 October 2007 Professional Development day were reviewed. In addition the iterations of the course up until the most recent course (December 2007) were also reviewed and found to contain modifications consistent with the Business Management and Enterprise Teacher Jury recommendations and teacher consultation outcomes.

Minutes of the Assessment, Review and Moderation Panel (18 June 2007) and reference group (31 July, 17 August, 4 September, 11 September, 10 December 2007) were also reviewed and found to contain clear endorsement of all course amendments and/or modifications.

Consultation with teachers occurred on 13 September 2007 with 15 teachers agreeing that the course was now ready for accreditation. On 15 October 2007 all 84 teachers who attended the Professional Development day were actively involved in reviewing the course and recommending amendments. According to the Curriculum Council, teachers attending these consultation sessions stated that the course was ready to go to accreditation once their recommended changes were incorporated into the course syllabus.

In addition to the teacher consultation, the course officer also consulted with the University of Western Australia and Murdoch University regarding the course content for Stage 3 units to ensure that students completing these units have the skill and knowledge tertiary institutions would expect. The feedback received was presented to the reference group who then endorsed changes to Stage 3 units.

Specialist input into the course development is ongoing with current activities (support material development) being undertaken by the course officer in consultation with the reference group and teachers. Further teacher consultation regarding examinations/assessment is scheduled to occur on the 28 April 2008 Professional Development day.

VALIDATION: From the evidence reviewed, the BUSINESS MANAGEMENT AND ENTERPRISE course meets the criteria for validation. Ongoing validation is noted and strongly supported.

Validation Report – Food Science and Technology Course

I confirm that I have reviewed the documentation of the above course in line with the identified validation process as follows:

The Food Science and Technology course outline and 'sample' support material developed for the 15 October 2007 Professional Development day were reviewed. In addition the iterations of the course up until the most recent course (December 2007) were also reviewed and found to contain modifications consistent with the Food Science and Technology Teacher Jury recommendations and teacher consultation outcomes.

Minutes and associated documentation from the Assessment, Review and Moderation Panel (28 February, 13 June, 15 August, 26 September, 30 October and 11 December 2007) were sighted and found to contain clear endorsement from the reference group to all course modifications.

Consultation with Food Science and Technology teachers (n = 223) regarding the readiness of the course for accreditation occurred during the 15 October 2007 Professional Development day. 83% of teachers (n = 185) endorsed the course and 17% (or 38) voted that the course was not ready. The 83% majority vote was considered sufficient support to allow the course to

go to accreditation. This group also provided suggestions for minor course amendments and support material additions, all of which were endorsed by the reference group. These amendments/ additions will be presented to teachers at the April 2008 Professional Development day.

Prior to the October date, consultation also occurred with AISWA, CEO and DET teachers on the 20 September 2007. The course improvement feedback provided by teachers during this consultation was presented to the Food Science and Technology Reference Group for consideration and action (also noted in Reference Group minutes).

The independent consultant report (Part 2 dated September 2007) from Mr Rob Randall, Director, Curriculum NSW Department of Education and Training was also sighted. The course was recommended to "PROCEED".

VALIDATION: From the evidence reviewed, the FOOD SCIENCE AND TECHNOLOGY course meets the criteria for validation. Ongoing validation is noted and strongly supported.

Validation Report – Geography Course

I confirm that I have reviewed the documentation of the above course in line with the identified validation process as follows:

The Geography course materials were reviewed and it is clear that a major re-write of the syllabus has been undertaken. The Geography Teacher Jury recommendations and teacher consultation outcomes post April 2007 have been addressed in the accredited version of the course.

Minutes from the Assessment, Review and Moderation Panel (20 February and 14 June 2007) and the Geography Reference Group (2 August, 17 August, 7 September, 18 September and 3 October 2007) as well as email correspondence related to the course development and examinations were sighted. The documentation provided clear evidence that the reference group has approved all changes and material inclusion to the course in consultation with their teacher networks, and also in response to larger teacher consultation meetings.

The 1 June 2007 consultation day, attended by 82 Geography teachers, resulted in a large amount of feedback that was reflective of the Teacher Jury recommendations (i.e. there was more specification and expansion of the teacher jury recommendations). Feedback was also received from the 10 August 2007 GAWA annual conference, the Heads of School Network meeting on the 13 August 2007 and via email from CEO (12) and AISWA (unknown number) teachers on the 16 August 2007. In September 2007 the GAWA posted a web based survey on their website to ascertain teacher feedback regarding the redeveloped course. This information was forwarded to the Reference Group to assist in the course development.

240 Geography teachers attended the 15 October 2007 Professional Development day (metropolitan and rural sites). A summary of the qualitative feedback gathered on this day was sighted, and while teachers provided a number of recommendations for course improvement it was evident that most teachers received the new course material favourably. According to the Curriculum Council, all 240 teachers were asked to state (i.e. vote) if they believed the course would be ready for accreditation once their recommended changes had been addressed. The result of this vote was that 70% of teachers in attendance indicated that they felt the course would be ready.

VALIDATION: From the evidence reviewed, the GEOGRAPHY course meets the criteria for validation.

Validation Report – Health Studies Course

I confirm that I have reviewed the documentation of the above course in line with the identified validation process as follows:

The review of the Health Studies course material demonstrate that all recommendations from the Health Studies Teacher Jury have been incorporated into the course.

Minutes of the Assessment, Review and Moderation Panel (12 September, 29 October, and 26 November 2007) that were sighted indicate that all changes to the course, inclusive of both teacher jury recommendations and teacher consultation outcomes, were endorsed by this group. The minutes also note that course support materials are being/ have been developed by teachers (AISWA, CEO, and DET), WestOne, and external experts such as School Drug Education and Road Aware (SDERA for road safety) and the Breast Cancer Foundation in collaboration with the Curriculum Council and the Assessment, Review and Moderation Panel. The minutes also note that most resource material will be ready for teacher review at the April 2008 Professional Development day.

Teacher consultation occurred on the 15 October 2007 Professional Development day where 78, or 84.7% of teachers attending (n = 92), stated that they felt the course syllabus was 'workable'. Consultation also occurred on the 25 October 2007 (DET and AISWA teacher representatives) and on 16 October 2007 at the CEO Network Day with teacher feedback indicating that the course was viewed favourably by participants.

The independent consultant report (Part 2 dated September 2007) from Mr Rob Randall, Director, Curriculum NSW Department of Education and Training was also sighted. The course was recommended to "PROCEED".

VALIDATION: From the evidence reviewed, the HEALTH STUDIES course meets the criteria for validation.

Validation Report – Indonesian: Second Language Course

I confirm that I have reviewed the documentation of the above course in line with the identified validation process as follows:

All course documentation from April to December 2007 was reviewed in light of the Indonesian Teacher Jury recommendations. There has been considerable work done to improve the course since the teacher jury and it is evident that all Indonesian Teacher Jury concerns are addressed.

Minutes of the Indonesian Assessment, Review and Moderation Panel (21 May, 2 July, 4 September, 8 November and 3 December 2007) indicate that all changes to the course were endorsed by this group. The minutes also demonstrate that since the course was accredited in December 2007 only minor editing has been undertaken on the syllabus document. Course support materials are in the process of being developed in consultation with teachers and an Indonesian Native Speaking consultant to ensure the materials meet the expected standard from both teachers and Native Speaking peoples. It is of note that this course did not have a Project Officer during 2007 and the Assessment, Review and Moderation Panel and other specialist Indonesian teachers have undertaken the vast majority of the work to improve the course.

Consultation with Indonesian teachers occurred on the 15 October 2007 Professional Development day. 86% of teacher respondents (n = 26) stated that the course implementation support materials were useful or very useful. Additionally, the majority of the 35 Indonesian teachers in attendance indicated that they believed the course syllabus was workable.

The independent consultant report (Part 2 dated September 2007) from Mr Rob Randall, Director, Curriculum NSW Department of Education and Training was also sighted. The course was recommended to "PROCEED".

VALIDATION: From the evidence reviewed, the *INDONESIAN* course meets the criteria for validation.

Validation Report – Integrated Science Course

I confirm that I have reviewed the documentation of the above course in line with the identified validation process as follows:

From the course material reviewed it is evident that all recommendations from the Integrated Science teacher jury have been addressed. The language used is much more user friendly, and the specified content and context are clear, as are the assessment requirements.

Minutes and all supporting papers from the Integrated Science Reference Group (31 July, 10 August, 21 August, 14 September, 25 September, 30 October, 4 December 2007 and 19 February 2008) and Exam Working Party (23 August, 31 August, 17 September, 3 October, 2 November, 8 November and 28 November 2007) were sighted.

The documents reviewed during this course validation process noted that, during August and September 2007, three Integrated Science teachers were contracted by the Curriculum Council to critically review the course. According to the reference group minutes, the feedback from these critical readers was delivered to the reference group who endorsed all subsequent actions.

On the 10 September 2007 DET hosted an Integrated Science meeting. At the end of this meeting six teachers provided formal and positive feedback regarding the course. A further eight AISWA teachers (undated forms sighted), and three CEO teachers (6 September 2007) also contributed their views on the course. In essence all teacher feedback was positive, with most also offering suggestions for further course improvement.

89 Integrated Science teachers were also consulted during the 15 October 2007 Professional Development day resulting in 58% of teachers stating the course implementation materials were useful/very useful, and 98% of respondents believing that the course Scope and Sequence document was useful or very useful. Teachers provided feedback to the Reference Group and Curriculum Council regarding the areas they believed needed improvement (i.e. support materials, sample exams and marking keys, and grade descriptors). According to minutes sighted this work has been, or is nearing completion for presentation to teachers at the April 2008 Professional Development day.

VALIDATION: From the evidence reviewed, the *INTEGRATED SCIENCE* course meets the criteria for validation. Ongoing validation is also noted.

Validation Report – Literature Course

I confirm that I have reviewed the documentation of the above course in line with the identified validation process as follows:

The Literature course outline and 'sample' support material developed for the 15 October 2007 Professional Development day and the most recent course materials (December 2007) were reviewed and found to contain modifications consistent with the Literature teacher jury recommendations and teacher consultation session outcomes.

The Assessment, Review and Moderation Panel (7 June 2007) and Literature Reference Group minutes (26 July, 9 August, 22 August, 6 September, 20 September, 27 September, 2 October, 25 October, and 8 November 2007) indicate that all course development activities resulting from the teacher jury recommendations and consultation with Literature teachers were endorsed prior to any formal changes to the course. In reviewing the minutes and associated documentation of this group, it is evident that the reference group members also consulted with Literature teachers in their networks (inclusive of CEO, AISWA, DET and the English Teachers Association) to ensure that all views were tabled at reference group meetings.

It is noted that considerable consultation has occurred with Literature teachers in the development of this course. For example a consultation day took place on 1 June 2007 with 87 Literature teachers from CEO (n = 26), AISWA (n = 20), DET (n = 32) and a representative of the English Teachers Association. Teachers were either from metropolitan (n = 82) or regional (n = 5) schools. The outcome of this session was the Literature teachers were able to review the material developed as a result of the teacher jury recommendations and to also provide further guidance for course development. Other consultation includes reference group members consulting with teachers in their respective networks (CEO, AISWA, DET, universities and interest groups), formal consultation with the ETA, CEO/ AISWA/ DET, HoDS network meetings and universities, and less formal consultation (via emails) to Literature teachers and others.

The 15 October 2007 Professional Development day was attended by 267 Literature teachers. 77% of teachers who completed the evaluation form (n = 148) stated that the course implementation support materials were useful or very useful.

All outcomes of the consultations that took place indicate that the majority of Literature teachers were satisfied that the course is now 'workable'.

VALIDATION: From the evidence reviewed, the LITERATURE course meets the criteria for validation.

Validation Report – Music Course

I confirm that I have reviewed the documentation of the above course in line with the identified validation process as follows:

The Music Course outline and 'sample' support material developed for the 15 October 2007 Professional Development day and the most recent course materials (December 2007) were reviewed and found to contain modifications consistent with the Music Teacher Jury recommendations and teacher consultation session outcomes.

Reference Group minutes (26 July, 10 August, 20 August, 10 September, 24 September, 5 October, 2 November, 12 November, 28 November and 10 December 2007) were sighted and found to contain clear endorsement of all course amendments and modifications that were undertaken as a result of either Teacher Jury Recommendations or teacher consultation sessions. It should be noted that the Reference Group has developed a number of working parties (Contemporary Music, Composition and Research Portfolio, Common Content, Performance Examination, Western Staff Notation Requirements, World and Indigenous Musics, Western Art Music, Jazz, Assessment in Music, and Written Examination) that focus on development of the specific requirements of the various genres (working parties' minutes and documents were sighted in the Music Reference Group minutes).

Broader teacher consultation has occurred over a wide variety of contexts. For example on the 4 September 2007 consultation occurred with CEO teachers, and on the 18 September 2007 DET teachers from John Forrest Senior High school were consulted. Other consultation was reported to have occurred with School of Instrumental Music (SIM) and AISWA music teachers,

and 'expert' representatives (i.e. 31 July 2007 music staff consultation at the University of Western Australia).

The larger consultation sessions include the 1 June 2007 feedback session attended by 153 Music teachers, and the 15 October 2007 Professional Development day where 244 teachers attended. Both of these consultation sessions resulted in teachers providing recommendations for course 'fine tuning'. On 15 October 2007 two hundred and seven (207) or 85% of the 244 teachers surveyed from metropolitan and regional areas voted that they believed the course was ready for accreditation.

VALIDATION: From the evidence reviewed, the MUSIC course meets the criteria for validation. Ongoing consultation is also noted.

VALIDATION OF ENGAGEMENT – STAGE 5

These courses include:

- Aviation
- English as an Additional Language/ Dialect

The Curriculum Council determined that the validation process for the above courses revision is as follows:

1. Initial responses on actions to be taken regarding each of the points in the jury report to be validated by an extended Assessment, Review and Moderation panel including school sectors.
2. Jury report, proposed actions and responses, and revised courses placed on council website with survey questions. Feedback requested from teachers, professional associations and DET/ AISWA/ CEO networks.
3. Work related to jury report undertaken and validated by teacher groups in consultative forums including exam and grading seminars and DET/ AISWA/ CEO networks.
4. Final product/s along with jury report circulated to representatives at DET, AISWA and CEO for final comment.
5. Independent validation undertaken by Director, Curriculum from NSW Department of Education and Training.

Validation Report – Aviation Course

I confirm that I have reviewed the documentation of the above course in line with the identified validation process as follows:

The review of the documentation for Aviation has determined that all recommendations from the Aviation Teacher Jury have been incorporated into the course.

The Aviation course is unique in that all 12 Aviation teachers have contributed to the writing and development of their course, and all teachers are currently directly involved in support material development and examination design.

To support the validation process and to ensure that all Aviation teachers were satisfied with the course an email was sent on 28 February 2008 seeking respondents' feedback with regard to their satisfaction with course changes. Nine Aviation teachers have responded to the survey to date, all confirming their satisfaction with course development.

The convener of the 15 October 2007 Professional Development day also sent an email to the Independent Consultant on the 29 February 2008 stating that *“As chairperson and convener of the above meeting I can confirm that a vote was taken with all teachers of aviation participating at that meeting gave 100% (12 for, 0 against) support for the changes that had been made to the course following the jury process”*.

VALIDATION: From the evidence reviewed, the AVIATION course meets the criteria for validation.

Validation Report – English as an Additional Language/ Dialect Course

I confirm that I have reviewed the documentation of the above course in line with the identified validation process as follows:

The review has determined that all recommendations from the English as an Additional Language/ Dialect (EAL/D) Teacher Jury have been incorporated into the course.

Minutes from the EAL/D Assessment, Review and Moderation Panel (29 May, 18 August, 26 October 2007 and 29 January 2008), ESL University Experts (2 May 2007), Exam Working Party (7 November 2007 and 16 January 2008) indicate that all course amendments were fully endorsed by these groups.

Considerable consultation with EAL/D teachers has also occurred over the period May to December 2007. Twenty five teachers in Karratha (10-11 May 2007), Kununurra (7-8 May) and Wiluna (28 November 2007) provided positive feedback on the course. Thirteen EAL/D teachers in overseas positions (Kuala Lumpur, Saigon, Beijing, Baru and Saigon) met in Kuala Lumpur on 6-7 December 2007 for EAL/D Professional Development. All overseas teachers also provided positive feedback regarding the quality of the course.

Fifty two (52) EAL/D teachers met on 8 June, 15 June and 20 June 2007 to attend a Grading Consensus meeting. A further 39 teachers attended consensus meetings on 15 October, 14 November and 14 December 2007. On 14 February 2008 nine EAL/D teachers attended an assessment seminar and were requested to provide their view of the course. All teachers at these meetings provided very positive feedback regarding the course and course materials.

On 15 November 2007, 23 EAL/D teachers attended a specially convened meeting to address teacher jury concerns. The summary of this meeting indicates that all teachers were positive about the course and provided clear feedback (including electronic feedback) regarding the actions taken by the Curriculum Council to address teacher jury recommendations.

Consultation has also occurred with sector representatives such as the President of the Westralian Association of Teachers of English to Speakers of other Languages (WATESOL) and university representatives. All consultation evaluation results indicate that EAL/D teachers are satisfied with the course.

VALIDATION: From the evidence reviewed, the ENGLISH AS AN ADDITIONAL LANGUAGE/ DIALECT course meets the criteria for validation.

SECTION TWO: STAGES 4 – 7 COURSES NOT VALIDATED

The Stages 4 – 7 courses (refer Validation Plan in Stages 1 – 3 Report) not yet ready for validation in February 2008 were reviewed in order to provide teachers with an update on course development undertaken to date and to provide information relating to plans for continuing refinements and their validation for 2008. These courses include:

- Accounting and Finance
- Applied Information Technology
- Children Family and Community
- Earth and Environmental Science
- Engineering
- English
- Mathematics
- Mathematics Specialist
- Media Production and Analysis
- Physical Education

Progress Report – Accounting and Finance Course

I confirm that I have reviewed the documentation of the above as follows:

The Draft Accounting and Finance course outline and ‘sample’ support material developed for the 15 October 2007 Professional Development day were reviewed in light of the teacher jury recommendations. Additionally all course iterations up until the most recent version were also reviewed and found to contain amendments consistent with both teacher jury recommendations and teacher consultation feedback.

Minutes and associated documents of the Accounting and Finance Reference Group (1 August, 29 August, 6 September, 25 September, 1 November, 20 November, and 5 December 2007) were reviewed and found to contain clear endorsement of all course amendments and modifications.

A number of consultation sessions have been conducted with Accounting and Finance teachers and sector representatives since the jury was convened. The largest consultation session occurred at the 15 October 2007 Professional Development day where 110 Accounting and Finance teachers were asked to vote on the readiness of the course for accreditation. The outcome was that the course was not fully supported to progress to the accreditation phase. A number of recommendations for further course development were suggested by teachers who also agreed to vote on the course again once the amendments had been completed.

In November 2007 a further vote on course readiness was taken after amended documents were mailed to all schools for teacher review. According to the Curriculum Council, 73% of the teachers surveyed agreed the course was ready, 25% did not support this view, with 2% undecided. As both the Institute of Chartered Accountants in Australia (ICAA) and Certified Practising Accountants of Australia (CPAA) still had reservations about the course, the Curriculum Council determined that the syllabus should be independently reviewed by three University representatives.

The review is currently in its final stages, and will provide additional feedback on whether the course is ready to proceed to accreditation, possibly in March 2008.

Currently the Accounting and Finance course officer and the reference group are developing course support materials (inclusive of sample exams) to present to teachers at the 28 April 2008 Professional Development day.

The Curriculum Council, in consultation with the Accounting and Finance teacher cohort, has committed to ongoing validation for this course over 2008.

Progress Report – Applied Information Technology Course

I confirm that I have reviewed the documentation of the above course as follows:

The course material dated August 2007, and draft sample examination were reviewed in light of the Applied Information Technology Teacher Jury recommendations. From the material reviewed it is evident that the recommendations have provided the basis for course development and teacher consultation as is the case with the syllabus revision for 2A/2B and 3A/3B units.

ARM Panel minutes (11 September, 16 October, 19 November, 10 December 2007 and 18 February 2008) clearly demonstrate that the ARM Panel has been active in the development of the prioritised action plan to address teacher jury recommendations and the development of course material. The panel has endorsed all changes to the course.

Applied Information Technology teachers were consulted on the 3 December 2007 regarding the proposed amendments to the syllabus that resulted from teacher jury recommendations. 131 teachers provided feedback on portfolio versus practical applied examinations, proposed syllabus changes, sample examination papers, scope and sequence documents, course support material and the syllabus for units 2A and 2B.

Activities that have occurred since the jury include the posting of completed course material, such as resources and support materials on the Curriculum Council website. Additional course support materials, including samples, are also under development and will be forwarded to teachers for input and feedback as the work is completed. By the end of Term 1 2008, schools will have received sample exams for Units 2A/2B, 2B/3A and 3A/3B (with marking keys).

According to the Curriculum Council, it is envisioned that the Applied Information Technology course will be presented for reaccreditation in March 2008.

Progress Report – Children, Family and the Community

I confirm that I have reviewed the documentation of the above as follows:

Minutes from the Assessment, Review and Moderation Panel (12 June, 27 September, 31 October, and 11 December 2007) indicate that all course amendments and additions for this course have been endorsed by ARM Panel members.

On 22 October 2007, 263 teachers attended the Professional Development Day to review the course, offer suggestions for further improvement and indicate via a vote the readiness of the course for accreditation. While support for this course was provided by 98 teachers, 90 teachers did not believe that the course was workable. During the course of the consultation, recommendations for course improvement were developed, and this information was used to further modify the course prior to teachers being asked to vote on course readiness again.

According to the Curriculum Council, 75% of teachers surveyed during mid November 2007 responded that they believed the course syllabus was now workable. The Curriculum Council delayed accrediting the course until February 2008 in order that all fine tuning of the course document, as endorsed by the Reference Group, could be completed.

The Children, Family and Community course was accredited by the Curriculum Council in February 2008, following approval of the accreditation draft by the Children, Family and the Community Assessment Review and Moderation Panel on 18 February 2008. All course development activity is now focussed on developing support materials for presentation to teachers at the 2008 Professional Development days (April and October 2008).

Progress Report – Earth and Environmental Science Course

I confirm that I have reviewed the documentation of the above course as follows:

The November 2007 course syllabus, including proposed changes for 2009, was reviewed and found to contain alterations and amendments consistent with the Earth and Environmental Science Teacher Jury recommendations.

Minutes of the Earth and Environmental Science Course Assessment, Review and Moderation Panel (26 April, 21 August, 10 September, 8 November, and 4 December 2007) demonstrate that all course amendments and additions were endorsed by this group of teacher and sector representatives.

On 3 and 4 December 2007, 36 Earth and Environmental Science teachers attending a 2 day conference were asked to review the 2009 course syllabus and associated course material (inclusive of the scope and sequence document). All teachers were then asked to determine if they were satisfied with the course, resulting in 100% support of all teachers present. According to the Curriculum Council a number of teachers wanted to utilise the 2009 course this year as they felt it was more explicit and gave teachers a better understanding of the depth to teach to.

A significant amount of course support material has been forwarded to Earth and Environmental Science teachers. It is envisioned that further support material for Units 1A /1B will be developed through the lower school initiative, Earth Science across Western Australia that BHP Billiton is funding through SCITECH.

While there is no formal teacher consultation planned for 2008, the Earth and Environmental Science teachers attend the 'TDC' meetings on a monthly basis. While these meetings are DET driven, the Curriculum Council course officer reported that teachers from AISWA and CEO schools also attend, allowing informal exchanges of information regarding the course and support materials to occur.

Additional and more formalised contact with science teachers will occur at the annual Conference of the Science Teachers' Association of Western Australia (CONSTAWA) 16-18 May 2008 which includes a strand on course presentation planned over the two days. Other feedback/ information from teachers will be gathered by Earth Science WA which has planned trips to regional areas to ensure teachers have sufficient Earth and Environmental Science resource materials.

Progress Report – Engineering Studies Course

I confirm that I have reviewed the documentation of the above as follows:

The November 2007 course syllabus for Engineering Studies was reviewed and found to contain alterations and amendments consistent with Teacher Jury recommendations for this course.

The Minutes of the Engineering Studies Assessment, Review and Moderation Panel (15 November 2007 and 21 January 2008) were sighted and it is evident that all course

modifications were endorsed. Ongoing activity of the Engineering ARM Panel is evidenced by the scheduled 28 March 2008 ARM Panel meeting whose agenda will be to endorse all changes to materials prior to teachers being sent the information before the 28 April 2008 Professional Development day.

Teacher consultation with Engineering Studies teachers has continued in 2008 with teachers attending Assessment seminars on 18 and 19 February. During these seminars teachers were asked to provide feedback on draft content changes in order that the course material could be developed and presented to teachers at the April 28 2008 Professional Development Day. Currently the Course officer, ARM Panel and critical readers are engaged in refining this material. For example the Grade Descriptors and guide to the grades packages are completed and will be sent to teachers on the 7 March 2008. Work in progress includes all units being written up into a scope and sequence document for presentation to teachers on 28 April 2008 for their comment and endorsement.

It is envisioned that the finalised course, including sample support materials will be presented to teachers before the October 2008 Professional Development day.

Progress Report – English Course*

**It is advised that this progress report on the English Course be read in conjunction with the English Teacher Jury Report as all recommendations are referred to by number.*

I confirm that I have reviewed the documentation of the above course as follows:

The November 2007 course syllabus for the English course was reviewed and found to contain alterations and amendments consistent with the Teacher Jury recommendations that were within the Curriculum Councils capacity to address.

There were 84 teacher jury recommendations developed, and of these, recommendation 48 and recommendations 78-84 have not been addressed as they were either policy issues (i.e. recommendation 48 related to exams being optional) or were outside the scope of the Curriculum Council's control (i.e. recommendations 78-84 related to English teacher working conditions and requests for additional time and support at the school level). In response to recommendations 38-40 (penalties and strategies to deal with plagiarism) the Curriculum Council included standard advice in the 2008 WACE Manual as the Council is unable to be involved in day to day activities in schools.

Minutes of the English Reference Group (29 October, 5 November, and 10 December 2007) were sighted and found to contain endorsement of all course development activities.

Under the auspices of the English Reference Group, five working parties were convened to redevelop course material (for example, there are Text Types, Stage 2 and 3 exams and 2C/2D units working parties). Work plans for course improvements for 2006/2007 and 2008 were also sighted and found to contain specific actions and associated timelines to address teacher jury recommendations up until the end of Term 4 2008. According to the Curriculum Council the work plans for course development were distributed to 203 teachers at the 15 November 2007 meeting as per teacher jury recommendations 57-59.

Teacher consultation is noted to be ongoing, and to date there have been consensus meetings (Yr 11 and 12 in November 2007) and a Head of Department (HoD) teachers meeting attended by 203 English HoD representatives on 15 November 2007. This latter meeting focused on assessing comments on the changes to the course to date, and also to gather teachers' views on further course development. All this information was then presented to the reference group for consideration and action.

Consultation planned for 2008 includes: (1) a selection of schools being surveyed in Term 1 regarding the changes to 3B; (2) trialling of Stage 2 and 3 exams in schools; (3) trialling of 2C and 2D units; and (4) assessment seminars. Other consultation will be conducted by reference group members within their networks, and also via electronic means (i.e. emails and website use).

Course development activities that are completed include recommendations 1 (including the proposed structure), 5, 6, 7, 11, 12, 14, 17, 18, 19-22, 24-31, 33-47, 56, 57, 59, 60, 62-68, 70-77. In progress and due for completion by Terms 2/3 are recommendations 4, 8, 9, 10, 15, 16, 23, 32, 49-55, 58, 61 and 69. Recommendation 3 which related to consultation with English teachers to develop an agreed set of terminology for "Stage" and "Pathways" across all units is deemed to be ongoing.

It is noted that the Curriculum Council aims to progress the redevelopment of the English course to accreditation in late 2008. There is no specific date for final re-accreditation as the Curriculum Council reports it is committed to ensuring that English teachers are satisfied with the course prior to undertaking this step.

Progress Report – Mathematics and Mathematics: Specialist Courses**

*** Please note that the Mathematics progress report is inclusive of both Mathematics and Mathematic Specialist courses. It should also be noted that the Mathematics Reference Group provides oversight of both courses.*

I confirm that I have validated the implementation of the above courses as follows:

The Mathematics and Mathematics: Specialist course materials were reviewed and found to contain initial responses to the Teacher Jury recommendations. Specific course development activities are identified below.

The minutes of the Mathematics Reference Group (5 September, 19 September, 1 November, and 11 December 2007) were reviewed and all course amendments and modifications were endorsed for both the Mathematics and Mathematics: Specialist courses.

In addition to the Teacher Juries, consultation with Mathematics teachers also occurred on 15 October 2008 with 74% of Mathematics and Mathematics: Specialist teachers rating the Course Implementation Support Materials as useful or very useful. More specifically, 245 teachers thought the pathways and the 'what has changed' information useful or very useful, 202 found the sample programs useful/very useful, 177 thought that the grade descriptors were useful/very useful, and 206 teachers found the sample examinations useful or very useful. Ongoing consultation with Mathematics teachers is planned for the Professional Development days for 2008, in addition to a live or CD meeting in June 2008.

Mathematics

The Reference Group and Curriculum Council staff developed 60 separate actions to address the Mathematics teacher Jury recommendations. To date the following course amendments have been completed:

The weightings of assessment have been altered according to the recommendations provided by the teacher jury. Other recommendations that have been addressed include the development of a list of process outcomes, simplified language, more specific examples of vocational context and pathways, the rationale reviewed and amended, and the chance and data content increased.

Ongoing activities include prerequisites for courses to be developed in Term 1 2008, and other course material to be ready for teacher review by the April 2008 Professional Development day.

Further Professional Development activities will be offered (live and by CD) in June and August 2008.

Mathematics: Specialist

In response to the Mathematics: Specialist Teacher Jury recommendations, the Mathematics Reference Group and Curriculum Council staff have developed 30 actions for course improvement.

The following tasks have been completed: All topics have consistent numbering; the depth and difficult of course content has been made more explicit (course material is in development for the 2008 Professional Development days); a document demonstrating how the CAS will impact on teaching and exams has been developed for distribution; mathematical reasoning hours have been spread across all units; bands for school managed assessment are now aligned with the Mathematics course, and a treatment for trigonometric limits is now suggested in 3C.

Course support materials, including plans on how the Mathematics and Mathematics: Specialist courses will work together on a week by week program basis will be developed by end of Term 2, 2008. Sets of grade exemplars will be ready by the end of Term 3 and distributed to teachers for their review at the August 2008 Professional Development day.

As is the case for the Mathematics course, teacher consultation is ongoing and includes the April and October 2008 Professional Development days as well as a further Professional Development opportunity in June 2008 (presented live and via CD).

Progress Report – Media Production and Analysis Course

I confirm that I have reviewed the documentation of the above as follows:

The Media Production and Analysis November 2007 Consultation Draft syllabus and sample exams (inclusive of mapping course content to examination document) were viewed in light of the Media Production and Analysis Teacher Jury recommendations.

Minutes of the Media Production and Analysis Reference Group (26 October, 19 November 2007 and 18 February 2008) clearly demonstrate that all changes to the course have been endorsed by this group.

Teacher consultation occurred on 4 and 6 December 2007 where 110 Media Production teachers provided feedback on the written exam, resources/texts, syllabus, and production submission. Teacher feedback was sighted and it was evident that teachers were largely satisfied with the course (some asked that they be able to deliver the course in 2008). Recommendations for minor course improvements were noted and have been acted on as is evidenced by current course development activities.

Planned consultation with Media Production and Analysis teachers during 2008 is scheduled to occur during assessment seminars being held in Albany, Bunbury, and three metropolitan areas during Term 1, 2008. During the seminars, presentations of an exemplar Unit 3A program will be presented to teachers for their comment.

Currently work is being undertaken by contract writers/reviewers to further improve Unit 3B, and the sample exam package will be presented to teachers for their review and comment at the 28 April 2008 Professional Development day.

The Media Production and Analysis submission to be ready for accreditation in March 2008.

Progress Report – Physical Education Studies Course

I confirm that I have reviewed the documentation of the above course as follows:

This course is currently undergoing considerable updates and amendments, and as such the course material that is currently available does not contain modifications consistent with all of the teacher jury recommendations. It is evident however that the teacher jury recommendations have provided the foundation for all course development activities that are currently in progress.

Current course material development activities for the Physical Education Studies course include a review of the syllabus to ensure that content progressions are sequential (content experts are to be invited to review this material), and the production of a DVD to support the external exam package. The scope and sequence document is being updated and now includes hyperlinks, and the sample written exam and marking keys are about to be finalised.

Other activities include consultation and development of the skill packages and marking criteria for 14 sports, as well as exemplars to support grade descriptors (inclusive of video footage with annotation for practical components). It is envisioned that teachers will be presented the revised syllabus at the April Professional Development day in order to access teacher feedback and suggestions for further course refinement prior to teachers attending a further meeting in May to endorse the revised course syllabus. Once this consultation has occurred and teachers are satisfied with the course, the Curriculum Council will present the Physical Education Studies course for accreditation (date yet to be determined).

ARM Panel minutes (7 August, 25 September and 10 December 2007) and associated documentation (such as the practical examination interim report dated February 2008) were reviewed and noted to contain clear endorsements of course and sample material development/modifications.

Consultation with Physical Education Studies teachers is scheduled to occur via assessment seminars on 5-7 March 2008, and on the three Professional Development days on 28 April, 30 May, and 13 October 2008.

CONCLUSION

The validation of the 12 Stage 4-7 courses and update on the progress of 10 other Stage 4-7 courses has been undertaken to determine the level of satisfaction by each teacher cohort of the actions taken by the Curriculum Council with regard to the Teacher Jury recommendations. From the documentation reviewed, it is evident that teachers have been consulted and are satisfied that the Council has been strongly responsive and inclusive of teacher input in the development of course material.

In undertaking this review, it has become increasingly evident that the Curriculum Council continues to invest considerable time and energy into course development activities that are aimed to address the recommendations of the teacher juries. As was the case for the 29 courses validated in 2007, the Council has gone beyond the recommendations of the juries, and has continued to work in collaboration with consultative groups to enhance the quality of the courses. In essence the Council has demonstrated an ongoing commitment to working and interacting with its teaching stakeholders to the satisfaction of all concerned.

It is hoped that this validation process, while formally at a close with the submission of this report, will continue to develop into the future through formal and informal consultative process between the Curriculum Council and its major stakeholders (teachers). The process itself requires that both groups engage in meaningful dialogue based on a shared commitment to ensuring that the standard of education for the children and young people of Western Australia meets community and educational standards of excellence.

While it is envisioned that the Council and teachers will continue to forge strong and collaborative relationships, there may be times when strongly divergent views occur that necessitate independent arbitration. It is recommended therefore that independent review and oversight of a validation process be accessed in cases where agreement has not been reached to the satisfaction of all parties.

In closing I would like to thank the Curriculum Council staff for the supply of all requested information and for open access to staff, course files and documentation. I would also like to thank all those involved in the whole Teacher Jury project, including all teachers, for their strong commitment and trust in the process, and for working together to develop pathways for course improvements for the benefit of students and education in Western Australia.