

# Quality Teacher Program



Newsletter May 2001

Issue 1

## Welcome

Welcome to the first of two NSW Quality Teacher Program (QTP) newsletters planned for this year. 2001 is proving to be a productive and exciting year for QTP in New South Wales. Work on the various professional development projects in the six priority areas is well underway, and a significant milestone was reached with the release of the Discussion paper, *Pedagogy for the future*. The Discussion paper can be viewed or downloaded at [www.qtp.nsw.edu.au/qtp/more.cfm](http://www.qtp.nsw.edu.au/qtp/more.cfm)

This newsletter revisits the Discussion paper. In the leading feature, two academics comment on the critical role of action learning in refining existing pedagogies and developing new ones. Another feature outlines ways in which schools are using the Discussion paper to stimulate professional dialogue amongst their teachers. A process for involving parents and community members in Discussion about the issues raised by *Pedagogy for the future* is included in this issue to foster promoting partnerships between school, home and community.

Are you familiar with the QTP website? A full colour poster is included with this newsletter illustrating how the site is structured. Also, don't miss the round-up of what's happening in a number of the QTP projects. This newsletter can be downloaded at [www.qtp.nsw.edu.au/qtp/newsletterdownload.cfm](http://www.qtp.nsw.edu.au/qtp/newsletterdownload.cfm)

## Towards effective pedagogies

*Pedagogy for the future* puts forward the view that effective teachers see themselves as life-long learners who are committed to ongoing learning and reflective practice. A number of QTP projects are utilising teachers' engagement in action learning as a strategy for supporting review and change.

Dr John Retallick (Faculty of Education, Charles Sturt University) and Dr Susan Groundwater-Smith (Centre for Practitioner Research, University of Sydney) comment.



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# Towards effective pedagogies

## Attend to 'research' as well as 'action'

John Retallick

The NSW Quality Teacher Program is an adventurous and exciting program of teacher professional development. I am pleased to have an opportunity to reflect briefly on what I see as some of the highlights.

The two aspects that stand out for me are the emphasis on online learning and action research in many of the projects. Almost half of the projects are using online learning in some form or other and the majority are employing an action learning and/or action research strategy at some point in the project. These are both cutting-edge approaches to teacher learning and, particularly if combined, represent the latest practice in high quality teacher professional development.

They should not, however, be accepted as the 'gospel truth'. Online learning has exploded on to the scene in very recent times and, as yet, there is not a lot of research evidence concerning its effectiveness and how it is perceived and received by teachers. Hopefully, some of the many projects using online learning will be able to report on these matters and help to fill this gap in our research knowledge. On the other hand, action learning strategies have been around for some time and most teachers are now familiar with using action research as an approach to change and development. What continues to be important with action research is the need for careful attention to the 'research' as well as the 'action'. Clear research questions along with rigorous data collection and systematic analysis of the data are the basic elements of any research methodology and they need to be applied in action research just as much as in any other form of research.

## Considering evidence-based practice

Susan Groundwater-Smith

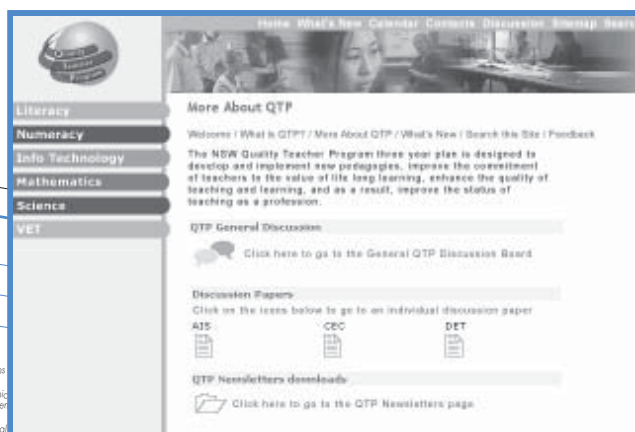
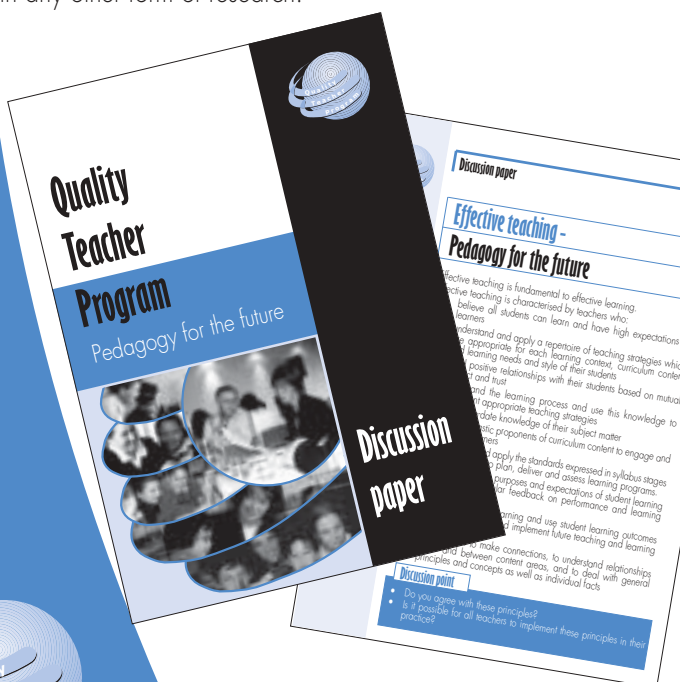
Clearly, action learning falls within the more general notion of evidence-based practice. Originally this phrase was adopted in a medical context and constituted evidence in a fairly narrowly confined notion of empirical 'proof'. More recently, the term has been considered in education as an opportunity to develop evidence that is systematically, ethically and publicly collected as a basis for informing practice.

Evidence not only comes from that which is collected by practitioners within their own site, but also recognises the huge array of information which is available from national and international research.

I have been working with schools that willingly adopt both sources of evidence. For example, a school might collect evidence from students regarding their perception of the contexts in which they learn Mathematics and English. It might also look at what the literature says about school structures which best support student learning in Mathematics and English. The configuration of blocks of learning time is one structure that could be investigated in this way.

I think it is vital that we support action learning by practitioner research. I also think that, as professionals, we should be ready and willing to read and debate the broader research in the field.

<http://www.qtp.nsw.edu.au/>

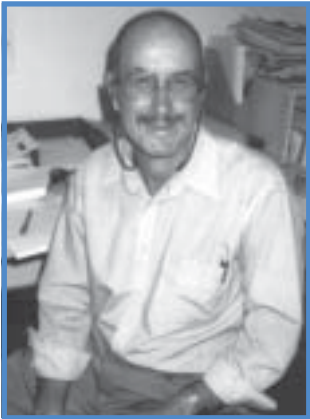


Click on the QTP General Discussion to join the discussion forum. Click on the sector logo to download the Discussion paper Pedagogy for the future.

# Meet the NSW QTP team

## Meet the NSW QTP team

The QTP team is cross-sectoral, representing the three education sectors in New South Wales: the Department of Education and Training (DET), the Catholic Education Commission (CEC) and the Association of Independent Schools (AIS).



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# Response and action

## Response and action

How schools are using the Discussion paper

The opportunities for professional development offered through the Quality Teacher Program provide avenues to refine existing teaching practices and explore new ones. This change is driven by students' present and future learning needs. The Discussion paper *Pedagogy for the future* gives teachers and schools a focus for initial debate about these issues.

### Key challenges in a rural context ... Kandos Public School

When Russell Hawkins, principal at Kandos Public School, used *Pedagogy for the future* to find out what his teachers saw as key challenges facing their school community, he was deluged with responses that centred on the social and economic realities of an isolated, rural community in the state's mid-west. The Discussion paper prompted teachers to articulate a context for schooling that moved well beyond a consideration of just the curriculum. An energetic dialogue brought out the impact on classrooms of issues such as unemployment and rural industry decline, a transient population, few opportunities and the unavailability of resources that many people in larger centres and cities take for granted. Teachers identified two factors as being crucial to the success of their students in this environment: that they show equal respect to all members of the school community and that they maintain high expectations of all students.

Priorities for Kandos Public School are a response to some of the issues that were expressed as key challenges for the school. Amongst these priorities Russell sees that the confident use of technology by both students and teachers is critical. He strongly believes that some of the problems related to isolation and equity of access to resources and opportunities can be partly addressed through the use of appropriate technology. Students should be competent users of technology to live and work successfully in their chosen communities after they leave school, whether that community is Kandos, larger rural centres or major cities. Technology also allows teachers to participate in professional development activities, as well as gain access to resources that are beyond the scope of a small town.



(Left to right) Dianne Moncrieff, Assistant Principal; Julie Halliday, former P&C President; Helen Fuller, P&C President elect; Russell Hawkins, Principal Kandos Public School.

These insights have prompted Russell to identify QTP projects that use technology creatively and support school priorities. He intends using materials that become available through QTP Projects 1.7a and 2.7a (Assessment of Outcomes for Stages 2 and 3 in Literacy and Numeracy) and the related DET sector project, Consistency of Outcomes in Stages Assessment in Literacy and Numeracy. He also sees the value for teachers in rural schools participating in Project 3.4 Consistent Teacher Judgement — Online.

The formal discussion of key challenges at a staff meeting was part of a strategy that Russell finds works well for him as someone who is new to both the position of principal and life in a rural community. Having first read the Discussion paper and internalised his own response, Russell then tested his ideas with assistant principal, Dianne Moncrieff. Her knowledge of the history and culture of the school provided important insights into school needs and priorities. The more formal whole staff discussion took place at a meeting after the executive had talked about the Discussion paper and Russell had used his executive's experience to modify his own thinking.

Russell also intends using the same strategy to raise the issues in *Pedagogy for the future* with parents and community members. Julie Halliday and Helen Fuller from Kandos P&C have strong expectations of what the school should be doing regarding children's learning. He will share and test ideas with them, and use them as a conduit to gain the involvement of other parents in expressing their ideas about the direction of teaching and learning at the school.



# Response and action

Formal discussion about pedagogy is only part of the story. Russell is constantly reminded that teachers' conversations in the staffroom, in corridors, around the photocopier and in the playground often centre on teaching and learning practices. By distributing copies of the Discussion paper to each staff member at a staff meeting, Russell hoped it might add new dimensions to the informal discussions taking place around the school. Likewise, he will use the time he spends chatting to parents in the playground each morning and afternoon to explore their expectations for teaching and learning in the future at Kandos Public School.

## Wollongong Diocese principals discuss school climate and readiness for change

The Quality Teacher Program, and the New South Wales QTP Discussion paper *Pedagogy for the future*, has been timely and complementary to the priorities and initiatives for the work in 2001 of the Catholic Education Office in the Diocese of Wollongong. The November 2000 QTP newsletter was used to launch QTP in the Diocese, explain the priority areas and their associated projects, and make links with the activities in Project 2.5 Focus on Numeracy K-8 — a joint project with the Diocese of Broken Bay.

A significant event in the professional development calendar was held recently with school principals from the Diocese to distribute the Discussion paper, *Pedagogy for the future*. Education officers modelled a process using the paper's discussion points that principals could use with school staff. Principals welcomed the way in which the paper's content enabled them to place themselves within the current contextual challenges facing schools. They also appreciated how *Pedagogy for the future* provided them with factors for effective learning and teaching in order to support the professional learning needs of teachers. In groups, principals reflected upon and discussed the climate in their school environment, and the readiness of teachers to meet the challenges of schooling in the 21st century.

Many schools since have communicated that the QTP Discussion paper has provided a vehicle with which to engage staff in professional dialogue and support priorities for goal setting. St Pius X at Unanderra and Stella Maris at Shellharbour have used *Pedagogy for the future* in consultation with education officers from the Catholic Education Office to stimulate the learning process by identifying priorities for professional development.



# QTP Discussion paper

## Pymble Ladies' College

An interview with Phil Hare, Professional Development Coordinator and Jennifer Michalski, Director of Studies at Pymble Ladies' College (PLC), Pymble

### How are opportunities created for professional dialogue at Pymble Ladies' College?

Phil said ... Professional development at Pymble is planned and ongoing through a structure of small cross-curriculum groups. These comprise teachers from all levels of school responsibility who meet once a term to reflect on and share effective teaching and learning strategies. At these meetings teachers have opportunities to gain input about relevant theories, initiatives and practices that will continue to support their school-based professional learning. The focus for the next series of meetings will be a discussion about the ideas in the QTP Discussion paper *Pedagogy for the future* with an emphasis on individual teaching and learning practice in their role at Pymble. The school executive has reviewed the QTP Discussion paper. They reported their reflections about effective teaching and learning in relation to:

- new pedagogies embedded in the New HSC syllabuses and the processes teachers are using to implement the changes
- affirmation of best practice already existing in college classrooms
- ideas for the development of school-based initiatives that currently link to the ideas in the Discussion paper.

### What challenges arose from the professional discussions about effective teaching and learning?

Jennifer said ... The Discussion paper *Pedagogy for the future* offers a set of challenges for faculty leaders. Working with their teams they will develop initiatives within their curriculum areas that further develop students' capacity to:

- understand how to learn and take responsibility for their own learning and
- innovate and take risks in their learning.

### What plans do you have to support the teachers at Pymble Ladies' College to address these challenges?

Phil and Jennifer said ... The challenges for teacher professional learning at Pymble are being addressed in school-based action learning faculty projects. Members of the Mathematics faculty are participating in the QTP Project 4.4 Assessment in an Outcomes-Based Standards-Referenced Framework action learning project. The focus is on assessment of student achievement of outcomes using a standards-referenced framework. One interesting outcome of the project to date has been the transfer of learning from the mathematics project to the English faculty. It is using the framework in the mathematics project to collaboratively develop an action learning process for student peer evaluation. This will encourage students to evaluate their learning at the end of each unit of work.

### What is next in the school's planning for school-based initiatives?

Jennifer and Phil said ... Two specific initiatives are planned. Firstly, all teachers are using a reflective learning log to track their achievements to integrate technology and learning in their classroom practice.

Secondly, teachers will be sharing by showcasing a range of new skills, technology applications and lesson activities that promote effective teaching and learning opportunities in classrooms.

## Parents and community

... getting parents talking about  
*Pedagogy for the future*

In its summary of the challenges facing schools, *Pedagogy for the future* recognises that the community has high expectations about schooling and the quality of teaching practice. Opportunities can be created for parents and community groups to share these expectations using the QTP Discussion paper as a basis for actively involving parents in conversations about effective learning, and improving the quality of teaching practice in NSW schools.



# Parents and community

What follows is a three-step framework containing suggestions that could be used by school and parent leaders to stimulate the thinking of parent and community members about their children's learning needs and the teaching practices that might support those needs.

## Step 1: Plan

Identify existing or create new opportunities to discuss *Pedagogy for the future*. These could include:

- parent forums
- focus groups
- parent meetings
- school or community newsletters
- school development days.

Formulate ways in which parents and community members will be able to express and share their ideas at these opportunities. For example, what types of processes might suit the parents whose involvement you are seeking?

- whole group discussions
- small group discussions
- use of a facilitator (a peer or a teacher?)
- guest speaker (a peer or a teacher?)
- Q&A segment (written or verbal?)
- working as a peer group or involving teaching staff



*Teachers Lynda Clarkson and Martin Borri with parent representative Gillian Bonser from Asquith Girls High School.*

Identify the resources required.

- materials (the Discussion paper is available on the QTP website [www.qtp.nsw.edu.au](http://www.qtp.nsw.edu.au))
- publicity (school newsletters, school website, local advertising)
- personnel
- venue
- time (consider child minding arrangements and needs)

## Step 2: Discuss

Use the opportunities that have been identified or created for parents to respond to the content of *Pedagogy for the future* by having them:

- read the Discussion paper
- think about its implications
- react to it by sharing ideas and viewpoints.

Talk about what parents see as their children's learning needs. Consider:

- how the school's existing teaching practices meet those needs
- the extent to which these practices will be effective in the future
- new teaching practices that the school could investigate
- ways in which parents might support teachers' change in aspects of their practices
- the promotion of active partnerships between the school and its parent community.

## Step 3: Act

Synthesise parents' main ideas about what they see as effective practices for teaching their children:

- record ideas for links to the school management plan, school-based initiatives or projects
- decide how the outcomes of this discussion will be shared with the school's leaders and teachers
- plan to actively include parents and community in decision making and future actions in improving teaching and learning environments.

Register for the online discussion on the QTP website and share some of the outcomes of your discussion with other NSW school communities.

# Focus areas . . .

## QTP project focus areas

... A look at what's happening in some of the QTP projects.

*Some projects are sector specific while others are cross-sectoral, involving the three education sectors or partners: Association of Independent Schools (AIS), Catholic Education Commission (CEC) and Department of Education and Training (DET).*

### Priority area — Literacy

#### Project 1.1: Enhancing Literacy in Stage 6 through English

Enhancing Literacy in Stage 6 through English is a cross-sectoral QTP initiative which aims to increase English teachers' understanding of the new Stage 6 courses through Local Interest Group (LIG) events and a small number of school-based action research projects.

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Seven projects have already commenced in schools throughout the state and include programs for Years 7 to 10 that will prepare students for the literacy demands of the new English courses. Several projects are investigating new ways of sequencing teaching film and multimedia texts. One project aims to provide information about how Indigenous students can be supported to undertake Advanced and Extension English courses. Another project looks at ways to implement the Fundamentals course.

The school-based projects will demonstrate best practice in classroom activities and quality resources will be available to inform LIG and network meetings in 2002.

*Work progressing on the English school-based projects.*



*Liz Diprose, Riverside Girls High School and Dr Neville Johnson facilitating the English school-based action research projects.*

### Additional support for HSC English teachers

In meeting the immediate demands of the new Extension 2 English course, a support document for teachers and students is available on the New HSC website [www.newhsc.nsw.edu.au](http://www.newhsc.nsw.edu.au). There is also a link from the QTP Project 1.1 [www.qtp.nsw.edu.au](http://www.qtp.nsw.edu.au). This document had extensive consultation with the Board of Studies as well as teachers in the three sectors and will be updated and extended as necessary. Your comments are welcome via the 1.1 discussion forum.

A discussion sequence for HSC English faculties and local networks...

*The following process is intended for use in English faculties and in local networks to support teachers in developing understanding and confidence in teaching new HSC English courses. Faculty and network leaders may want to familiarise themselves with the options listed here and adapt for the relevant context. A Stage 6 English resources hot spot is located on the New HSC website (linked from QTP Project 1.1) [www.newhsc.schools.nsw.edu.au](http://www.newhsc.schools.nsw.edu.au). Excerpts from a Year 12 standard English Unit Module C: 'Text and Society' Elective: 'Exploration and Travel' Bushtucker Man: Stories of Survival outlines the practical implementation of suggested programming sequence in an HSC unit of work. This is located on the New HSC website [www.newhsc.schools.nsw.edu.au](http://www.newhsc.schools.nsw.edu.au) in the resources area.*

**NB: Prior learning and experience:** It is assumed that teachers engaging with the process below are already familiar with the syllabus document (its course outcomes, objectives, content and assessment procedures) and have 'unpacked' the syllabus for its basic elements and requirements as well as its implications for teaching and learning. Shared understanding of syllabus outcomes will grow as teachers deliver the course and as they encounter student learning outcomes in that context. Teachers new to a faculty team, or new to Stage 6 teaching, may need collegial support in developing their initial understanding of the syllabus and its outcomes.

### Quality programming for HSC English

How can a teaching team (or individual) plan effectively for HSC English courses?

Here is one suggested sequence. Read it through, reflect and share your thoughts with a colleague, using the discussion point below.



# Focus areas . . .

A suggested programming sequence

## 1. Make your initial choices: what electives and texts?

- a) Consult the syllabus and prescriptions documents and present the relevant information to colleagues. Individuals or teams can discuss and make initial choices about which focus and texts they will treat in the Area of Study and which electives and text in the three modules (ensuring requirements are met). Matters for consideration will often include the availability of texts and resources, meeting student needs and interests etc.
- b) Teams should also spend time thinking about how the syllabus and the prescriptions documents guide the teaching of modules and electives. The descriptions of modules and electives need to be unpacked and discussed in relation to the texts. It is important for teachers to identify a teaching and learning focus appropriate for the syllabus emphasis on texts in context.

## 2. Plan how you will assess the outcomes across the course

- a) Plan to conduct a recommended 5–6 assessment tasks across each HSC English course (the trial exam is likely to be included as one of these tasks; note that 70% should be non exam-type tasks, and that tasks can be multi-modal). Map where and how you can most effectively teach and assess the full range of syllabus outcomes across the language modes (remembering to assess an appropriate number of outcomes in individual tasks — between 3–5 outcomes per task is typical, but not the only possible pattern).
- b) Devise in full your program's assessment grid suitable for each HSC English course, corresponding with your choices of texts and electives (see 1). Completing the grid ensures that you have covered the assessment requirements (including weightings for syllabus components across the language modes, exam and non exam-type tasks etc). Your assessment grid will also integrate with the coordinated development of individual tasks and of teaching and learning emphases in units. It is important to coordinate the assessment grid with the planning of teaching and learning. Although each unit will cover many or all of the outcomes, each summative assessment task can only focus on a few of the outcomes. In planning the grid you'll also need to consider relevant faculty and school issues (eg. timing of school-based exams, consider creative use of these for viva voce etc).

Examples of grids for internal assessment and alternative programming layouts can be located at [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au) in the HSC 2001 Syllabuses area for English, cross-sectoral New HSC website [www.newhsc.schools.nsw.edu.au/resources](http://www.newhsc.schools.nsw.edu.au/resources) and the AIS website [www.studentnet.edu.au/ais/hsc/index.html](http://www.studentnet.edu.au/ais/hsc/index.html)

- c) Consider presenting (explaining) your grid to another faculty (eg. an English faculty in a neighboring school), as a way to check its accuracy.
- d) It may also be helpful to develop a diagram showing the timeline for the teaching, learning and assessment program for each course.

## 3. Coordinate the planning of teaching and learning units and the writing of assessment tasks

With the assessment grid completed, the next step is to develop details about:

- a) the four teaching/learning units within the course framework (refer to outcomes, content again, and look for ways to focus the teaching and learning). This is when you will plan in more detail the scope, depth and breadth of treatment, develop focus questions for teaching and learning to develop them, incorporate options for other related texts, and develop a range of learning activities for the students to engage in.
- b) the relevant assessment tasks as indicated on your assessment grid. This should be done in parallel with a), so that you can coordinate your teaching, learning and assessment successfully. Remember that the assessment tasks are summative. It is essential for validity and reliability to assess the achievements of students against outcomes emphasised in the associated teaching and learning unit. All outcomes need to be assessed at the appropriate time during the course (see assessment resources to support the design of quality assessment tasks located at [www.newhsc.schools.nsw.edu.au](http://www.newhsc.schools.nsw.edu.au) in the resources section – Assessment HotSpot and [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au) in the HSC 2001 Syllabus area for English).



# Focus areas . . .

## 4. Refine the program, units and assessment tasks

Create opportunities for colleagues to discuss, share and fine-tune the program in an ongoing way. Try to foster the collaboration of teachers (teaching in teams, sharing ideas, concerns and resources) and their professional learning in relation to the new English courses.

## 5. Build a record of useful resources and approaches

Establish readily accessible resource lists and files of successful lessons that can be easily updated with useful strategies and approaches that teachers have found. Find ways to share, and encourage sharing of each other's successes. For example, allocate a unit for each Year 12 teacher to develop a resource file.

### Discussion point:

Discuss this suggested programming sequence with a colleague (preferably one from your own faculty). How well does it represent the task of planning for Stage 6? Share your experiences (in 2000 and this year) in planning for and delivering Stage 6.

- What phases in your planning proved most challenging?
- What do you want to build on for next year's planning?
- What opportunities do you see to share the workload and to strengthen teacher understanding of Stage 6 English?

A closer view of planning an HSC English unit with excerpts from an HSC Standard English unit Module C: Elective: 'Exploration and Travel' is located on the QTP website in Project 1.1 resources [www.qtp.nsw.edu.au](http://www.qtp.nsw.edu.au) and on the New HSC site resources area in workshops and programs [www.newhsc.schools.nsw.edu.au](http://www.newhsc.schools.nsw.edu.au)

### Some relevant Stage 6 English resources

#### *Stage 6 English BOS requirements*

The one-stop shop for information about Stage 6 English course requirements is the NSW Board of Studies (BOS) website:

[http://www.boardofstudies.nsw.edu.au/syllabus99/syllabus2000\\_liste.html#engtexts](http://www.boardofstudies.nsw.edu.au/syllabus99/syllabus2000_liste.html#engtexts)

Here you will find:

- *English Stage 6 Syllabus*
- *Specimen Exam papers for English HSC courses*
- *English prescriptions for Areas of Study, Electives and Texts 2001-2002*
- *Support documents for Area of Study, ESL and Fundamentals courses.*

#### *Support for Standards Referenced assessment*

The NSW Board of Studies website gives comprehensive access to newsletters, documents and packages to support teacher understanding of standards referenced assessment:

[http://www.boardofstudies.nsw.edu.au/syllabus99/syllabus2000\\_list.html#assessment](http://www.boardofstudies.nsw.edu.au/syllabus99/syllabus2000_list.html#assessment)

Resources to support the implementation of new HSC assessment in NSW schools are also listed on the Assessment HotSpot on the cross-sectoral New HSC Professional Development website: <http://www.newhsc.schools.nsw.edu.au/resassess.htm>

#### *Stage 6 English support materials, ideas, units and resources*

English LIG 1999 and English LIG 2000:

<http://www.oten.edu.au/newhsc/cttest/admin/workdisp.cfm>

DET Curriculum Newsletters – HSC English Supplements: <http://www.newhsc.schools.nsw.edu.au/resnewslett.htm>

NSW DET Curriculum Support Directorate – Stage 6 English teaching and learning ideas, materials and links are available at: <http://www.curriculumsupport.nsw.edu.au/english/index.cfm?u=3&i=16>

AIS Association of Independent Schools website provides sample Stage 6 English programs and assessment tasks: <http://www.studentnet.edu.au/ais/hsc/index.html>

NSW HSC Online provides lesson and unit ideas for new HSC English: <http://www.hsc.csu.edu.au/english/>

OTEN-DE, Preliminary and HSC English units: <http://www.oten.edu.au/oten>

State Library of NSW – Infocus:

<http://infocus.slnsw.gov.au/res/home.cfm>

This service aims to support the research needs of HSC teachers and students.

The English Teachers Association of NSW supports teachers through a range of activities such as its website, journal (*METaphor*) and annual conference:

<http://www.etansw.asn.au/home.htm>

# Focus areas . . .

A more comprehensive annotated list of resources is located at [www.newhsc.schools.nsw.edu.au/resenglish.htm](http://www.newhsc.schools.nsw.edu.au/resenglish.htm) with a link from QTP Project 1.1 Enhancing Literacy in Stage 6 Through English [www.qtp.nsw.edu.au](http://www.qtp.nsw.edu.au)

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## Project 1.7a: Assessment of Outcomes for Stages 2 and 3 in Literacy

This is a cross-sectoral project involving the development of sample assessment tasks and representative student work samples for literacy in Stages 2 and 3.

Two consultation draft documents, *Literacy assessment resource for Stage 2 outcomes (English K-6)* and *Literacy assessment resource for Stage 3 outcomes (English K-6)*, containing literacy assessment tasks are currently being trialled in a number of pilot schools. These schools, nominated by their sector, will use the assessment tasks with students, and provide feedback through descriptions, annotated work samples and a survey.

Feedback will be processed during Term 3 so that materials can be finalised and published for distribution to all primary schools in NSW. In the meantime, the consultation draft documents can be viewed on the QTP website at URL [www.qtp.nsw.edu.au/](http://www.qtp.nsw.edu.au/)

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## Project 1.8: Literacy Learning and Teaching in the Classroom: Using development assessment to guide literacy learning and teaching across the curriculum

An important feature of this Catholic Education Commission project is the development of a learning community amongst teachers so that they can share and extend what they know about literacy learning and teaching.

On March 29, Session 8 of Stage 1 in this project was held at St Patricks Primary School in Albury. The Wagga Wagga Diocese QTP group, and other interested educators, visited Year 3 and Year 4 classrooms where they observed the use of information technology to support literacy learning.

Facilitator training and Stage 2 will take place during semester 2 this year.

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## Project 1.9: Supporting Effective Literacy Strategies

### Online literacy tutorials

AIS consultants have been working with several independent schools during Term 1 to gather video footage of teachers and students engaged in exemplary literacy teaching and learning practices. Sections of this footage will serve as practical examples of literacy practice in online tutorials that are under development. The online tutorials will also provide teachers with opportunities to experience excerpts from AIS literacy workshops, download workshop materials and engage in online learning through interactive activities.

Term 2 plans for Project 1.9 will focus on the development of materials for teachers. Expressions of interest will be sent to independent schools and teachers will be offered grants to develop units of work.

### Course information

QTP funds are being used to subsidise teachers from independent schools wishing to attend AIS professional development courses on literacy. Courses related to the K-6 classroom that are planned for 2001 include:

- Early literacy and the ESL learner
- ESL in the mainstream
- Teaching early reading more successfully
- English K-6: making meaning
- Teacher as student of grammar.

Details about these courses and subsidised literacy courses for teachers of Years 7-12 are available on the AIS website [www.studentnet.edu.au/aispd](http://www.studentnet.edu.au/aispd) Teachers from other sectors can register and pay to attend AIS professional development courses.

Project contacts:

Meredyth Howard (email: [mhoward@aisnsw.nsw.edu.au](mailto:mhoward@aisnsw.nsw.edu.au))  
Sally Robson (email: [srobson@aisnsw.nsw.edu.au](mailto:srobson@aisnsw.nsw.edu.au))



# Focus areas . . .

## Priority area — Numeracy

### Project 2.2: Count Me In Too — Expanding the Framework

DET schools have been involved in trialling tasks and teaching activities related to the areas of space and measurement.

#### Lithgow Primary School, *Niki Bird*

Imagine a school where the students love Maths and the teachers enjoy teaching it. Lithgow Primary School is such a school.

In August 2000, seven teachers from Kindergarten, Year 1 and Year 2 threw themselves into a pilot of the Count Me Into Measurement project. After some training facilitated by a colleague, we each worked through ten lessons with our classes. We trialled the sub-strands of Length and Area, and taught five lessons from each sub-strand. It was amazing how quickly the students progressed through these lessons that were at the right level, explicitly taught and fun.

Before the project, I had been following the units in the syllabus and doing lots of hands-on activities, but I always thought of the early Measurement units as being a bit like play or exploration. The Count Me Into Measurement project gave direction to the teaching of this strand. It showed me the importance of explicitly teaching some concepts and strategies that I previously would have glossed over. It gave me a way of assessing my students' progress and understanding their thinking.

We continue to implement the Count Me Into Measurement framework in 2001. It operates in every class from Kindergarten to Year 3.



*Kindergarten students at Lithgow Primary School.*

#### Morrisset Primary School, *Lyn McAllister*

Morrisset Primary School was fortunate to be involved in the initial trial of the Count Me Into Measurement project. Three teachers were involved: the Kindergarten teacher, the Year 1 teacher and myself as facilitator and Year 2 teacher.

The program was not overly prescriptive and allowed us to select our preferred model of delivery. We chose a team teaching model in which I, as facilitator, introduced the measurement concept to the class. Then both the class teacher and I worked with students for the hands-on component of the lesson.

We found all aspects of the Count Me Into Measurement document supportive, well sequenced and practical. The teaching notes were well explained and included the resources needed for each lesson. This is a great bonus for busy teachers! Not only did the students develop their knowledge and enjoy learning, but we also learned a great deal about the teaching of measurement. We enjoyed our own learning experience as well.

Our enthusiasm for the project has left our colleagues wanting to know more, as well as requesting new teaching ideas. Count Me Into Measurement has already made a difference to the teaching of measurement at Morrisset Primary School and we look forward to continuing our learning curve this year.

The Count Me Into Measurement project for Department of Education and Training schools continues to be implemented in 2001. Two schools nominated by each DET district will receive a folder outlining the measurement framework and containing expanded lesson notes and 160 lesson ideas in Length, Area, Volume and Maths.

Project contact:

Diane McPhail (email: [diane.mcphail@det.nsw.edu.au](mailto:diane.mcphail@det.nsw.edu.au))



*Students at Morrisset Primary School.*

### Count Me Into Space

The Count Me Into Space learning framework and classroom lessons for Kindergarten to Year 3 are being trialled in fifteen Department of Education and Training schools during Terms 2 and 3 this year. Three or four teachers (including a facilitator) will use the learning framework, full lesson notes for 40 lessons and three professional development videos.



# Focus areas . . .

The Space framework is presented in two parts — Whole Relationships for Kindergarten and Year 1, and Orientation and Motion for Year 2. The activities are based on Space 2D, Space 3D and Position, and are referenced to the syllabus and outcomes. All lessons are whole-class and activity-based. Many involve drawing, colouring, painting or modelling, and coordinate well with a creative arts program.

Project contact:

Diane McPhail (email: [diane.mcphail@det.nsw.edu.au](mailto:diane.mcphail@det.nsw.edu.au))

## Project 2.7a: Assessment of Outcomes for Stages 2 and 3 in Numeracy

This cross-sectoral project involves the development of sample assessment tasks and representative student work samples for numeracy in Stages 2 and 3.

Two consultation draft documents, *Numeracy assessment resource for Stage 2 outcomes (English K-6)* and *Numeracy assessment resource for Stage 3 outcomes (English K-6)*, containing numeracy assessment tasks are being trialled in a number of pilot schools. These schools were nominated by their sector to use the assessment tasks with students, and provide feedback through descriptions, annotated work samples and a survey.

Feedback will be processed during Term 3 so that materials can be finalised and published for distribution to all primary schools in NSW. In the meantime, the consultation drafts can be viewed on the QTP website [www.qtp.nsw.edu.au](http://www.qtp.nsw.edu.au) on the project page for 2.7a.

Project contact:

Tish Creenaune (email: [tish.creenaune@det.nsw.edu.au](mailto:tish.creenaune@det.nsw.edu.au))

## Project 2.7b: Consistency of Outcomes in Stages Assessment in Numeracy (COSA)

On April 5–6, the Department of Education and Training's COSA Project held a conference at the Airport Hilton on the theme 'Principles of Consistent Assessment'. Representatives from each district and around 100 schools attended. Dr Michele Bruniges delivered the keynote address. An outcome of this conference is the commencement of a trial of the draft package that includes processes to apply principles of consistent assessment.

Project contact:

Tish Creenaune (email: [tish.creenaune@det.nsw.edu.au](mailto:tish.creenaune@det.nsw.edu.au))

## Priority area — Information Technology

### Project 3.2: Using Learning Technologies in English, PDHPE, HSIE and Primary

Teachers and other representatives from the three education sectors met during Term 1 to develop a framework for professional development programs on the use of learning technologies in English, PDHPE and HSIE. The programs will demonstrate how computer and information technology may be used as a tool for student learning and the achievement of syllabus outcomes.

Teachers participating in this cross-sectoral project will attend a series of phased workshops (four), while completing practical school-based activities between each workshop session. Support includes a CD-ROM containing resources and software. Writing has already commenced for the secondary PDHPE and English packages, with work scheduled to start on HSIE in Term 2. A small number of schools from each sector will be invited to trial these packages in Term 3.

Initial planning for the Primary package will commence shortly.

Project contact:

Greg Ramsay (email: [greg.ramsay@det.nsw.edu.au](mailto:greg.ramsay@det.nsw.edu.au))

### Project 3.4: Consistent Teacher Judgement — Online

Which international sport is usually associated with the city of Penrith? This great city with a long and proud tradition in League has welcomed AFL! More precisely, on March 23 some Department of Education and Training schools in Penrith joined in the second Assessment-Focused Learning (AFL) workshop for 2001. These schools were among the first to participate this year, joining schools from the Bondi, Ryde and Dubbo Districts. Although the workshops at Penrith did not draw the five-figure attendance record of the football game, teachers who participated were just as passionate and committed to the learning outcomes for their students.

In May, key representatives with a wide variety of knowledge and experience will be sharing ideas and strategies for promoting the consistency of teacher judgment.

Project contact:

Philip Kirby (email: [philip.kirby@det.nsw.edu.au](mailto:philip.kirby@det.nsw.edu.au))

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# Focus areas . . .

## Project 3.6: Quality in Learning and Teaching (QUILT)

During 2000, as part of QTP Project 3.6, the Catholic Education Commission and San Clemente High School at Mayfield developed a school technology plan that involved setting up two computer labs and networking computers in the office, library and staff room. This was a significant financial commitment for the school given that it is situated in a disadvantaged urban area. While the school's 35 teachers were keen to offer their students equity of access to resources and technology, many lacked confidence with information technology (IT). As a consequence, the IT Mentoring Program was born.

Seven people on the staff from a variety of KLAs have been refining their IT skills each week during one hour after-school sessions. These sessions have focused on using email and the Internet, word processing, databases, spreadsheets and PowerPoint. Teachers have considered the implications of this technology for classroom teaching. After a day of professional development on technology and future possibilities, the mentors plan to share their learning with colleagues by conducting a whole-staff inservice day.

Mentors report that the program has made them feel empowered, excited about the future and able to take technology skills into their classrooms. They say that these skills are essential to their future teaching.

At this stage the program has generated considerable interest and enthusiasm simply because the possibilities for a change in teaching practice are now real!

Project contact: Patricia Hales  
(email: [patricia.hales@mn.catholic.edu.au](mailto:patricia.hales@mn.catholic.edu.au))



Some of the IT mentors from San Clemente High School, Mayfield. (Left to right): Michael Cossettini, Carmel Tapley, Helen McIntosh, Steve Blanch and Joe Senkalski.

## Project 3.8: Linking Syllabus Outcomes and Information Skills

This Department of Education and Training QTP project involves the development and online delivery of courses that explore ways in which outcomes from specific syllabuses can be achieved using an information skills process approach. Each course focuses on a primary or high school syllabus.

The thinking for this project began with the notion that the focus of teaching and learning programs in schools must be the syllabus outcomes. It was noted that many of the outcomes in new syllabus documents are concerned with students' use of information. This provides scope for classroom teachers and teacher-librarians to work together to develop units of work that assist students to work towards the achievement of information-related syllabus outcomes.

Each course models a collaborative process. There are two online facilitators, one a classroom teacher with expertise in the particular syllabus and one a teacher-librarian with expertise in using the information skills process. Schools enrol online two participants, one of whom is a classroom teacher and the other is the teacher-librarian. The two participants work together through the program submitting joint responses to discussions, activities and tasks. They also interact with course participants from other schools as part of an online learning community.

Two pilot courses in Terms 2 and 3 will address *Biology Stage 6* and *Personal development, health, physical education (PDHPE) K-6* syllabuses. The nine schools invited to participate in the two pilot courses are drawn from all over the state. One aim is to test the effectiveness of an online program for those in remote country areas, as well as metropolitan areas.

The development process for both pilot courses has involved close consultation with the KLA teams at the Curriculum Support Directorate at Ryde and with teachers and teacher-librarians in schools. Two reference groups worked with the writer, Hazel Vickers, and Michelle Ellis, project manager.

### Biology Stage 6 reference group

- Jayne Delmas, Science teacher, Canterbury Girls High School.
- Janelle Francis, teacher-librarian, Kingsgrove High School
- Denise Green, originally Science consultant, St George District but now head teacher Science at Kingsgrove High School
- Mary Parkin, teacher-librarian, Wiley Park Girls High School



# Focus areas . . .

## PDHPE K-6 reference group

- *Liz Brandtman*, executive teacher and teacher-librarian, Bexley Public School
- *Paul Doorn*, Curriculum Adviser PDHPE, Curriculum Support Directorate
- *Janelle Frances*, teacher-librarian, Kingsgrove High School
- *Mary Parkin*, teacher-librarian, Wiley Park Girls High School

Members of the reference group are facilitating the pilot courses. The pilot will be evaluated and the results used to design subsequent courses for other syllabuses.

Project contact:

Michelle Ellis (email: [michelle.ellis@det.nsw.edu.au](mailto:michelle.ellis@det.nsw.edu.au))

## Priority area — Mathematics

### Project 4.2: Collaborative HSC Mathematics Support

Local Interest Group (LIG) events are planned for teachers of Stage 6 mathematics between 28 May and 16 June. A number of cross-sectoral writing workshops and reference group meetings have been held to develop materials and processes to support the LIG events. There will be a focus on classroom practice for the General Mathematics course using video to demonstrate a range of teaching and learning approaches. A variety of authentic assessment tasks and student responses will be published in the workshop materials to generate discussion around applying a standards-referenced approach to assessment for the Higher School Certificate (HSC).

School-based teachers have been identified and will participate in facilitator training on 21 and 22 May in preparation to lead the LIG events across New South Wales. Board of Studies Liaison Officers (BOSLOs) will distribute invitations for two mathematics teachers from each school and college who are invited to attend the LIG events. A copy of the program for the LIG events is published on the QTP website [www.qtp.nsw.edu.au](http://www.qtp.nsw.edu.au) project page for 4.2 in current news. You are invited to contribute to a discussion forum to comment on the strategies and resources you have applied in implementing the General Mathematics course. The workshop materials and participant learning journals will be published on the new HSC website in the resources area with links from the 4.2 project page.

Project contacts:

Frances Plummer (email: [frances.plummer@det.nsw.edu.au](mailto:frances.plummer@det.nsw.edu.au))

Karina Bettison (email: [karina.bettison@det.nsw.edu.au](mailto:karina.bettison@det.nsw.edu.au))



*Peter Lorking, Alma Mansfield, John Ley, Paul White and Nicola Worth at the Mathematics LIG writing day.*

### Project 4.4: Assessment in an Outcomes-based, Standards-referenced Framework

School-based action research on effective and formative assessment is the basis of the professional development that is taking place in this AIS project.

Five schools are currently involved in the project's pilot. These schools are: Calrossy, Tamworth; Hunter Valley Grammar School; Presbyterian Ladies' College; Croydon, Pymble Ladies' College; Queenwood School, Mosman. These schools have completed an orientation and have commenced work on their school-based projects. Topics under investigation include:

- assessment strategies in Years 7-10
- assessment using technology for Year 7
- teaching data using investigations in Years 10 and 12.

Project contact:

Alma Mansfield (email: [amansfield@aisnsw.edu.au](mailto:amansfield@aisnsw.edu.au))



*Project 4.4 Pymble Ladies' College – David Keanan-Brown and Alma Mansfield working on the school-based project.*

## Priority area — Science

### Project timelines:

- 2001 Development and trialling of materials.
- 2002 Publication of professional development units action research projects in schools and production of support materials.

## Project 5.1 K-6 Science and Technology Support

*Who?* Teachers of Years K-6 Science and Technology from schools in all sectors

*What?* CD-ROM

Material, activities and strategies for teaching and learning

Whole-school planning and program support for every primary school in NSW

Access to practical classroom material

Uses the new outcomes and indicators document as a basis for advice about syllabus programming and teaching

Multiple pathways with choice of self-paced or facilitated delivery

*Why?* Has an option (voluntary) for university accreditation — requirements likely to include completion of module, documentation of own learning and completion of portfolio

Team leader: Bob Staples

Project contact: Dagmar Arthur

email: [dagmar.arthur@det.nsw.edu.au](mailto:dagmar.arthur@det.nsw.edu.au)

Telephone: 02 9886 7153

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## Project 5.2 Teaching the Science Stages 4-5 Syllabus

*Who?* Teachers of Stages 4-5 Science from schools in all sectors

*What?* CD-ROM

Professional development modules that focus on pedagogy and its integration with programming and assessment

Practical and syllabus-based

Multiple pathways with choice of self-paced or facilitated delivery

*Why?* Demonstrates how the syllabus translates to teaching and learning practices in the classroom

Has an option (voluntary) for university accreditation — requirements include completion of modules, documentation of school-based action learning and completion of portfolio

Team leader: Marg Watts

Project contact: Dagmar Arthur

email: [dagmar.arthur@det.nsw.edu.au](mailto:dagmar.arthur@det.nsw.edu.au)

Telephone: 02 9886 7153

## Project 5.3 TILT for Science Teachers

*Who?* Teachers of Years 7-12 Science from Department of Education and Training schools participating in the TILT Plus program

*What?* Workshops and school-based projects

Four out-of-hours workshops and two relief days to undertake a classroom project with support from a trained workshop leader/subject specialist. Focuses on the technology required by the 7-12 Science syllabuses eg. data loggers, spreadsheets

Program operates in most districts

A new intake of participants each semester until the end of 2003

*Why?* Gives practical support for addressing and teaching the new syllabuses

Offers teachers the opportunity to be trained as a workshop leader

Project contact: Joy Murray  
email: [joy.murray@det.nsw.edu.au](mailto:joy.murray@det.nsw.edu.au)

## Project 5.4 Teaching the Science Stage 6 Syllabuses

*Who?* Teachers of Stage 6 Science subjects from schools in all sectors

*What?* Web-based professional development modules

One module for each of the new Stage 6 syllabuses

Background information about syllabus content

Useful resources and references included with model

The writing and sequencing of teaching and learning experiences modelled

Flexible, with choice of self-paced or facilitated delivery

*Why?* Gives practical support for addressing the new syllabuses

Focuses on actual subject content

Has an option (voluntary) for university accreditation — requirements likely to include completion of module, documentation of own learning and completion of portfolio

Team leader: Estelle Lewis  
Project contact: Dagmar Arthur  
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Telephone: 02 9886 7153

# Focus areas . . .

## Priority area — Vocational Education and Training

### Project 6.1 Supporting Teachers to Deliver Quality Accredited Vocational Education in NSW Secondary Schools as Part of the New HSC

During 2001, teachers in the Department of Education and Training (DET), Catholic Education Commission (CEC) and Association of Independent Schools (AIS) sectors will have access to different components of this project. As components become available, access options for DET, CEC and AIS teachers will be clearly stated on the QTP website.

#### VET website under development — (DET sector)

The VET website will provide information and professional development for NSW Department of Education and Training VET teachers. It is currently in development and is expected to be accessible in Semester 2, 2001. The website will contain information on training for VET teachers, links to relevant resources, discussion opportunities and information on teaching strategies for VET subjects.

Contact: Jill Buckley (email: [jill.buckley@det.nsw.edu.au](mailto:jill.buckley@det.nsw.edu.au))

#### Semester 2, 2001 (DET, AIS and CEC)

- Additional teachers will have access to training to deliver units of competency from national training packages in one or more industry areas.
- Accredited VET teachers will be able to access industry placements to update and refresh their skills and maintain currency.
- Accredited VET teachers will be able to access funding for local network activities to refresh skills and maintain currency.

Access for DET teachers will be through District Vocational Education Consultants. Information will be posted on the QTP website.

Other professional development opportunities — available now

#### Teacher network groups — (DET sector)

Funds are available to support the activities of local teacher network groups in maintaining industry currency and continuing professional development. Contact DET District Vocational Education Consultants for details.

#### VET teachers online — (all sectors)

This is an online discussion webboard for VET teachers in all three sectors. Discussions cover:

- Business Services (Administration)
- Construction
- Electronics
- Furnishing
- Information Technology
- Metals & Engineering
- Primary Industries
- Retail
- Tourism & Hospitality
- Viticulture
- general VET issues.

Register and join the discussions on strategies, classroom issues and resources. To join the discussion email [ros.raimond@det.nsw.edu.au](mailto:ros.raimond@det.nsw.edu.au).

Project contact:

Fran Moloney (email: [fran.moloney@det.nsw.edu.au](mailto:fran.moloney@det.nsw.edu.au))