

15 meetings

64 schools

239 participants

9,200+

data points generated

WHAT WE HEARD

2021 QUALITY ASSURANCE MEETINGS



What We Heard About the Meeting Process



I was given enough information before and during the meeting to feel well informed about the purpose and process.

"As a teacher new to the subject, I found this very valuable."



I was given clear information about the nature of the bodies of student work required and how to complete the Record Sheets.

"Working as a group I was able to get different views and opinions."



The meeting was well administered: guidance and instructions were clear, the venue was appropriate etc.



The small group process worked well, and my understanding of the assessment process was enhanced.

"Collegial discussion was rich and valuable. Great to gauge how student work 'looks' across the state."

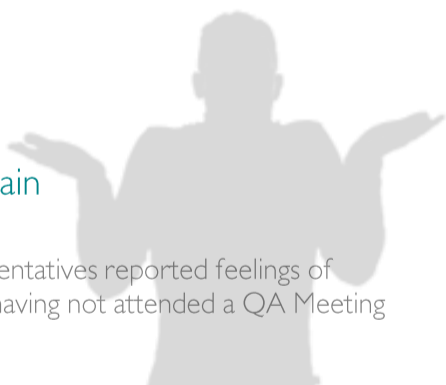


I valued my involvement in the meeting as a meaningful professional learning opportunity.

"Excellent personal development!"

What We Heard About Communication

First-time meeting attendees felt uncertain



Some representatives reported feelings of uncertainty, having not attended a QA Meeting before.

Pre-meeting communications could be improved



Several stakeholders reported receiving insufficient meeting details prior to attending.

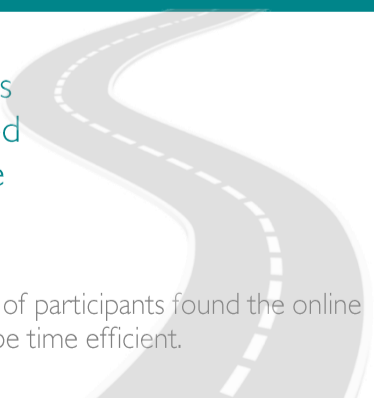
Work sample instructions could be clearer



Some stakeholders stated the instructions for compiling and submitting work samples are not specific enough.

What We Heard About Online Processes

Participants appreciated travel time saved



The majority of participants found the online meetings to be time efficient.

Participants missed in-person communication



Many participants felt that conversations are richer when held face-to-face.

The online process has improved since 2020



Most participants felt the newly introduced 'individual assessment time' was beneficial.

What We Heard About Bodies of Student Work

Bodies of work were too large



Some providers tabled bodies of work much larger than that specified, making the work-to-time ratio difficult.

Many questioned why TASC doesn't set a common assessment task



Multiple representatives asked why common assessment tasks are not used in the QA Meeting process.

Some confusion about preparing student samples



Some representatives expressed confusion about how student work should be presented, and completion of the Provider & Meeting assessment cover pages.

What We Heard About the Timing of QA Meetings



Were happy with the current timing in September



Suggested the meetings could be a little earlier in Term 3



Requested more time between meetings and folio due dates

What We Heard Participants Enjoyed

"A great opportunity for professional learning and collegiality."

"Networking; I am from a small school."

"Collaborative and collegial discussions."

"Working in small group, sharing understanding of criteria and elements."

Feedback Findings

- The overwhelming majority of representatives found the process to be professionally enriching
- The process provides TASC and schools with rich data that can be used to appraise the accuracy of provider-based assessments of authentic student work
- Most people are happy with the current timing of the meetings in September
- TASC can do more to:
 - support TLO's in their guidance of teachers preparing for meetings
 - ensure meetings are not close to folio due dates in related courses
 - clarify the nature and scope of the required bodies of student work
 - clarify how to complete cover sheets
 - explain why common assessment tasks are not used in the process
- Some course-specific requirements require refinement and clarification (esp. maths and English courses).

Actions

- Space meetings as far as possible from folio due dates in related Level 3 courses
- Clarify need for answer sheets and ✓ or X in maths work
- Emphasise need keep bodies of work within scope given in course-specific instructions (esp. English courses)
- Investigate use of graphical aids to clarify required presentation of bodies of work and associated cover-pages
- Explain why common assessment tasks are not used in the process
- Investigate ways to support TLO's guidance of teachers prior to meetings

Timing

- As soon as 2022 folio dates are known and meeting timetable is prepared
- Prior to publication of 2022 course-specific instructions in March
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- Prior to publication of 2022 Meeting Information Kit in March
- On-going