

2019 March Moderation - Report



Meeting Details

Meeting took place in:

North

AM or PM session?

AM

Which AM Meeting is this report for?

HASS - Working with Children Level 2

Moderation Leader Name

Caroline Osborne

Moderation Leader Email

caroline.osborne@education.tas.gov.au

Minute Keeper

Fiona Crocker

Minute Keeper Email

fiona.crocker@education.tas.gov.au

Attendance

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Fiona Crocker - Launceston College
Gabrielle Hay - St Brendan Shaw
Kim Muller - Smithton High School
Caroline Osborne - Hellyer College
Belinda McGee - St Patricks College

Rebecca Mason - St Mary's District High
Jane Milburn - Guilford Young College

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 2 = Overall
 Criterion 3 = Overall
 Criterion 6 = Overall
 Criterion 7 = Overall

Sample 1 - What rating (or ratings) has the group assigned this sample?

Crit 2 - B, Crit 3 - B, Crit 6 - B, Crit 7 - A-

Sample 1 - What evidence supports the rating (or ratings) the group has given?

Cr 2 - The student has found the appropriate information, but there was no in-depth analysis of the theorist view of how children learn and link to the learning task. There was some evidence of referencing.
 Cr 3 - The student followed the task and it was relevant to the topic. There were pictures to illustrate the points made in the text.
 Cr 6 - The activities proposed were age appropriate and contained depth to describe each of the proposed activities.
 Cr 7 - There was good research into the requirements for the child with additional needs and positive learning experiences identified that would allow for inclusion.

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?

To get an A, the student would need to show more in-depth evidence of research. The student could use more sources for researching information on the theorists. There also needed to be a greater understanding of Australian standards for the use of equipment.

Sample 1 - Summary of group consensus with comments to element level if applicable.

All participants agreed on the assessments as per above.

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

The teacher could include more depth in a rubric to show the student what they had to do to understand the requirements of the task.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 3 = Overall

Sample 2 - What rating (or ratings) has the group assigned this sample?

We agree with all assessments. It was assessed as a B for all criteria. We decided to moderate sample 3 as the results were more diverse.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 2 = Overall
 Criterion 3 = Overall
 Criterion 6 = Overall
 Criterion 7 = Overall

Sample 3 - What rating (or ratings) has the group assigned this sample?

Crit 2 - C, Crit 3 - C, Crit 6 - C, Crit 7 - C+

Sample 3 - What evidence supports the rating (or ratings) the group has given?

Crit 2 - It was a cut and paste answer with no in-text referencing. The source of the information was not from a scholarly article.
 Crit 3 - The student made an attempt to complete the task, but some of the answers did not demonstrate an understanding of the development of children.
 Crit 6 - There was an mention on age appropriate activities, but the literacy standard of answer made it difficult to understand.
 Crit 7 - The group thought that the student had made attempt to modify the environment.

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

The student needed to provide clearer descriptions of the modifications of the environment and age appropriate activities and the implications for the child.

Sample 3 - Summary of group consensus with comments to

As per above assessments

element level if applicable.

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

The teacher could have done some teaching about credible resources for the task. The student needed some support with literacy.

Moderation Details for Calibration - Sample 4

Sample 4 - What rating (or ratings) has the group assigned this sample?

We ran out of time moderate sample 4.

Planning for September Moderation 2019 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.

Criterion 7 - Element 1, Element 2, Element 3

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.

Click view was discussed - People looked at the Australian Series - The Secret Life of 5 Year Olds, Playschool, Baby it's You, Catalyst - Pandemic (immunisation), Jamie Oliver - Chicken nugget episode Scope and Sequence - Talked about examples - Carolyn to share with Group Books to use - Child Development by Carolyn Meggitt (includes DVD) \$58.00 Practical Journal - Fiona to share with members if they would like. Special Days - SIDS, Allergy Awareness, Kids Alive to the 5, Children's Week - Teddy Bear Picnic (UN Rights of the Child) Kidsafe Demo House - Looking at safety in the home. Resources for small children - Triple 000, Eat Well - Move Well, Crawford the Cat (dental hygiene) Visit Child and Family Hub - all resources for families in one area

Course Support