

Moderation Meeting Minutes: Thursday 13th March

Meeting start 10.00am Meeting close

Attendees: Jim Delany, Louise Rickwood, Cally Hardaker, Russel Finster, Michael Tame, Karen McDiamid, Anna Branch, Robert Madigan, David Webster, Jan Butler, Andrea Street.

Apologies: None

| Item # | Item description | Discussion | | |
|--------|--|--|--|--|
| 1 | Welcome to Country Introductions | | | |
| 2 | People running different level courses in the one class/course – increase levels in scope in order to differentiate. | | | |
| 3 | Question posed - What is the minimum that has to be done in the units to pass? FAIL appearing in end of year report to parents is a concern for all. | Difficulties around multiple means of expression for special needs students, requiring some creative thought. Difficult each year with different challenges. | | |
| 4 | IEP – Parents signing off that students are being assessed against Pre Level courses. | A 'tension' can exist between need for reporting against IEPs as well as TASC requirements. IEPs can sometimes accommodate both. Student profile (Jim) IEP taken from student profile - what are the key outcomes? Then goes to subject teachers smart goal at subject level for term – individualised goals in subject areas per term ... where/how can goals be addressed in TCE subjects? HC – IEP communication, Independent living and transition RC – IEP ind goals for each subject Assessment – TASC – report against TASC subjects, Report against IEP also SARIS – will have IEP and Ind subjects to report (Anna) E-School in early stages of development | | |
| 5 | Scope and sequences are sometimes subject to change term by term to reflect student needs. However it is necessary to create a full range of experiences against the criteria. | Jim shared a scope and sequence for Expression through the Arts, and David did Sport and Rec. what evidence can you use – E-school – working with parents, photographic/video evidence, task completion online, CANVAS courses, Verbal responses, photographic evidence, annotations, observation. Text to Speech, make use of Pads and IT, Make booklets/ running records to check against criteria. | | |

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| 6 | | | | |
| 7. | What if a student is failing? | Can add a N/A at end of year so then not appearing as FAIL on qualification - better off trying to at least get a PA Can be enrolled in a class but may be obvious they won't pass .. Mainstream may withhold assessment as IEP requires more a social/emotional experience than educational outcome. | | |
| 8. | <p>Is your course planned for the year? Can someone pick up from where you left off if you were to not be there? Are you addressing the course content? Student profile (Jim) Iep take from profile what are the key outcomes for the ind. Then goes to subject teachers smart goal at subject level for term – individualised goals in subject areas per term ... where can goals be addressed in subjects HC – IEP communication, Independent living and transition RC – IEP ind goals for each subject Assessment – TASC – report against TASC subjects, Report against IEP also SARIS – will have IEP and Ind subjects to report (Anna) E-School in early stages of development Rosny College extended invitation for people to visit.</p> | <p>Make sure you have scope and sequences and assessment processes in place – it is a requirement you are able to provide evidence of students' assessment – week by week planning for each student and marks/ results against units. Week by week scope and Sequence – This may be subject to change to reflect the needs of the group or individual. However, if audited, how do you stand? Full and comprehensive assessment, backward map as needed – to put students back a level if something in August reporting, matrix on front of course to present to TASC at audit Hobart college (Andrea) shared ways they work Basic Communication – study ladder and adapted games / core skills. Quiet reading, thematic work (countries and current events – behind the news) Differentiating for many levels, Assessment based on student power point presentation, checklists, tick sheets, participation levels, maintaining focus, diagnostic reading and spelling, 100 magic words etc</p> | | |
| | <p>TCEA Discussion Questions posed as to who plans to use TCEA. Info received that due to a "Statewide cross sectoral review" info has been removed from CANVAS and Website.</p> <p>Should TCE be a continuum - not a pass or fail ? Similar discussion previously at last meeting where there was a suggestion of different levels of TCE award.</p> | <p>Need some direction around this, given they've taken down from web.</p> <p>Several Colleges plan to make use of TCEA, where this is seen as useful for students at risk of not passing / failing and having their years at college represented as failure against the criteria. Concern that it can take a full day per student to write a comprehensive TCEA – Protocols - language, regulations – can we have a few exemplars for guidance? Reminder of previous discussions where point was made that perhaps the notion of pass or fail TCE was in need of review, and that there</p> | | |

