WORKSHOP 1

Introducing the QCAR Framework

Purpose

- To enhance your understanding of the QCAR Framework
- To consider opportunities and implications for schools

Focus

This initial workshop offers participants a general overview of the QCAR Framework, its purpose, history and components. By attending, participants will develop an enhanced understanding of how the components of the Framework align through curriculum, planning, teaching, assessing and reporting.

The workshop may be conducted as a stand-alone session or as the introductory session to a combination of other workshops over a half or full professional development day.

The package includes activities that will encourage participants to discuss issues in small and large groups. Facilitators may select the activities that best suit their audience, group size and time frame.

Group size / configuration

There is no recommended group size for this workshop; it can be adapted for smaller or larger groups. If possible, seat people in tables of five to six to support small group discussion.

Potential audience

- Principals
- Deputy principals
- Heads of department/curriculum
- Teachers

Time required

Allow at least 90 minutes to undertake all of the suggested activities and provide participants with sufficient discussion time.

The session can be conducted in about 60 minutes by reducing the amount of time spent on discussions or activities.

Participant prior knowledge

None required.

Equipment and resources

- Data projector and laptop for PowerPoint presentation
- Whiteboard/flip-chart and marker pens
- Workshop 1 PowerPoint presentation and slide notes
- Handout 1 (to be photocopied)
- Butcher's paper/A3 sheets and marker pens to record discussion
- Note-taking materials (participants provide their own)

Background

This workshop is the first in a series of workshops designed to introduce educators to the QCAR Framework. Subsequent workshops expand on each of the QCAR components, explaining how they can be used to build student success in Years 1–9 in Queensland.

KEY		**Show slides**		**Use handouts**

Workshop outline

Workshop preparation	**Preview and read resources** • Read all the notes, handouts and resources included for this workshop. • Preview the PowerPoint presentation and slide notes. • Preview the activities and consider how they will be used with the specific workshop group. • Check the length of selected segments, allowing adequate time for discussion and feedback. **Prepare materials, equipment and venue** • Photocopy Handout 1 — one action plan per person — on A3 paper. • Load slide presentation so it is ready to use. • Organise materials needed for the activity (e.g. whiteboard or A3/butcher's paper for group responses, marker pens). • Check audiovisual equipment (e.g. data projector). • Check seating and housekeeping arrangements (e.g. break time, location of toilets).
On arrival	Slide 1. Display slide as participants arrive.
Welcome (2 minutes)	Slide 2. Welcome participants to the workshop.
Workshop aims (5 minutes)	Slide 3. Introduce the workshop aims as outlined in slide notes.

Activity 1: **Challenges facing teachers** (10–20 minutes)	Slide 4. Display slide and read through the question. The aim of this activity is a short, sharp discussion that heightens participants' awareness of contemporary issues without overwhelming them.
	• Ask participants to form small groups to discuss the questions. (This is easier if participants are seated around tables; otherwise, ask participants to form small groups by moving their chairs.) • Ask each group to write their responses on the paper supplied. • Ask a member of each group to report back, raising one point. • Ask other groups to indicate whether they have a similar response. External factors that may emerge from discussions or that can be brought into the discussion include: • increased focus on accountability for school and student performance, both within schools and within school systems • the need for more clarity about what to teach • the many demands placed on schools and curriculum • teacher skills and knowledge • the geographical mobility of families and the need for clear, consistent reporting on standards • the perceived need for consistency between and within states in terms of curriculum content and standards • the requirements of schools in relation to national testing • political agendas, including the development of a national curriculum.
The QCAR Framework (10–15 minutes)	Slides 5–7. Display slides and refer to slide notes.
The *Essential Learnings* (10 minutes)	Slides 8–10. Display slides and refer to slide notes.
Activity 2: **Small group discussion:** ***Essential Learnings* in the school context** (10–15 minutes)	Slide 11. Display slide and ask participants to read the questions.
	• Divide participants into small groups and ask them to discuss their responses to these questions. • Ask each group to share their responses briefly with the larger group to see whether there is agreement on these issues.
The *Standards* (5 minutes)	Slides 12–14. Display slides and refer to slide notes.

Assessment Bank (5 minutes)		Slides 15. Display slide and refer to slide notes.
QCATs (15 minutes)		Slides 16–17. Display slides and refer to slide notes.
Guidelines for Reporting (5 minutes)		Slides 18. Display slide and refer to slide notes.
Review of the QCAR Framework components (5 minutes)		Slide 19. Display slide and refer to slide notes.

Activity 3: Discussion and action planning for implementation (20-35 minutes)	Slide 20 · Handout 1: Action plan template
	Ideally, this activity should allow participants to work with their school groups or team members (depending on the nature of the group) to address the questions about implementing the Framework in their schools. If the audience includes participants from a variety of schools, participants could discuss the questions in their own context, or participants could use this opportunity to plan individually.
	• Display slide and ask participants to read the questions. • Refer to the action plan handout. Ask participants to use it to identify the next steps to prepare for implementation at their school, and list these on the paper provided. • Make sure participants understand that this is an activity to take away and continue within their school, and that school planning can be further supported with other QCAR workshops.

Workshop close (5 minutes)	Slide 21. Display slide and refer to slide notes.
	• Provide information to participants about how to access the QSA website.