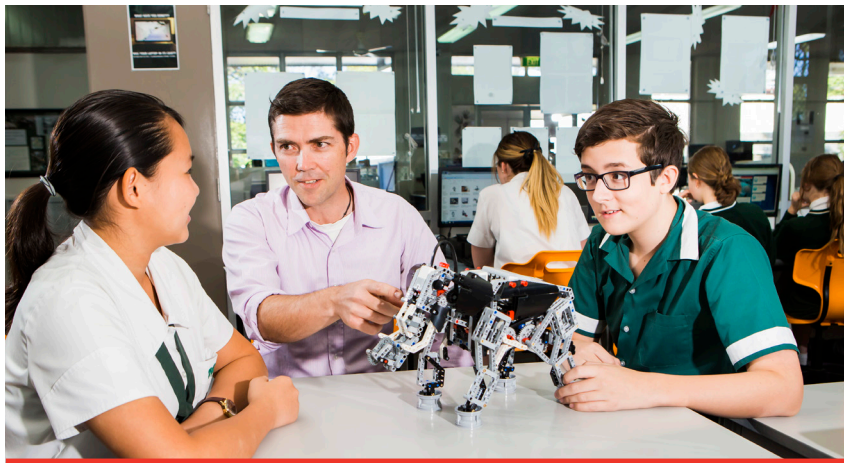


# Preparing for the new QCE system

A resource for school leaders







## Using General syllabuses to plan teaching and learning

By using an educational taxonomy and common cognitions, new General syllabuses align:

- intended learning outcomes
- subject matter
- assessment requirements.

Effective teachers understand curriculum and assessment requirements, and how to develop students' cognitive and 21st century skills.

Assessment objectives are refined and contextualised versions of the syllabus objectives, while instrument specific marking guides (ISMGs) identify features of performance in assessment tasks. Using this knowledge — and working backwards to develop learning experiences directly related to subject matter — can improve student outcomes.

### What schools can do now

Many schools use backward mapping to develop teaching and learning programs. General syllabuses support this approach by stating what students should know and be able to do by the end of a unit of study.

Schools may consider the following preparation strategies:

- build communities of practice for teachers to discuss curriculum, assessment and pedagogy, including the use of cognitive verbs in syllabuses
- investigate how to include high probability instructional strategies across classes to supplement existing pedagogical approaches

- support teachers to engage with professional learning about high probability instructional strategies (contact the QCAA for advice, if required)
- start unit planning with teachers who have attended syllabus orientation workshops
- use backward mapping to develop initial teaching, learning and assessment plans for each unit, before refining them for 2019.

## Understanding new assessment requirements

In the new QCE system, students will complete fewer summative assessments than they do now. In General subjects, schools will develop and administer three internal assessments and the QCAA will develop and administer one external assessment.

### What schools can do now

While schools should be confident that they are well positioned to deliver the high-quality teaching and learning programs needed for students to be successful, they may also consider the following strategies:

- continue to work with teachers to enhance teaching and learning programs that build student confidence and understanding
- develop student skills in note-taking, independent study, problem-solving, and confidence in classroom discussions.



## Ensuring consistent teacher judgments

Most teachers in Queensland have substantial experience of working in a standards-referenced assessment system. The new QCE system will continue this strong tradition. Teachers will:

- collect evidence of student achievement
- provide feedback to students to support learning
- make judgments on student work to support certification processes.

The new processes of Endorsement and Confirmation will strengthen school-based assessment by quality assuring assessment instrument design and the application of marking criteria. The success of these new processes requires teachers and students to be familiar with the expectations of new syllabuses and requirements of ISMGs.

### What schools can do now

To ensure consistent teacher judgments, schools should:

- develop teachers' understanding of new syllabus standards and ISMGs
- support teachers to discuss samples of their judgments using authentic student work
- understand new processes for external validation
- encourage teachers who have attended syllabus implementation workshops to share their learning with colleagues

- develop quality assurance processes for internal assessments. This may include teachers submitting an assessment for review by colleagues at least one term before implementation, and developing moderation processes that encourage teachers to share, review and discuss their judgment making
- build networks or clusters of schools that support external moderation of teacher judgments
- encourage all teachers to access the forthcoming QCAA assessor modules to develop a shared understanding of the attributes of quality assessment
- target assessment leaders in your school for advanced professional learning, including becoming a QCAA assessor
- encourage assessment leaders to mentor colleagues to improve their assessment literacy and judgment making.

## Preparing students

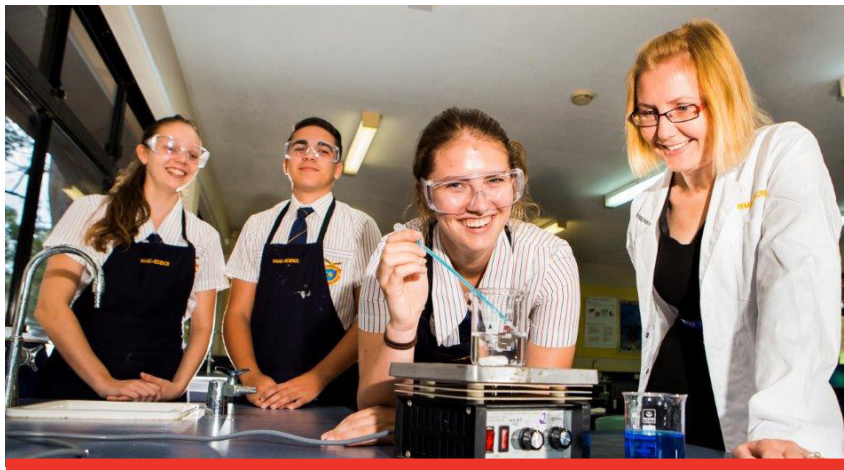
The new QCE system aims to prepare students for post-school study and work. But first they need to be given the tools for success.

### What schools can do now

To familiarise students with new curriculum and assessment approaches:

- continue to work with all students to build high levels of resilience and autonomy
- provide opportunities for students in lower year levels to engage with the cognitive verbs in General syllabuses
- assist students to interpret questions, and provide strategies for decoding texts and thinking actively.





## Preparing your school community for change

The changes to senior curriculum and assessment are an opportunity for school leaders and teachers to review and refine their existing practices.

Each school community is unique. The expectations and experience of staff, students and families vary. A successful transition to the new QCE system will require schools to engage with all these groups. To make sure your school is ready for the change, consider the following questions:

- are teachers familiar with the new syllabuses?
- are teachers aware of the attributes of quality assessment? Can they develop and administer high quality assessment tasks?
- has your school considered backward by design principles to develop learning experiences related to the intent of syllabuses?
- how do teachers plan for and use the common cognitive verbs in their learning experiences? How do they check for student understanding and proficiency?
- are teachers familiar with moderation and review practices? How do you internally moderate student work to ensure standards are understood and applied consistently?
- are teachers confident in making judgments using ISMGs?
- are parents and students familiar with the planned changes and the impact they will have?

## How QCAA is supporting school leaders

### Face-to-face

- syllabus implementation workshops
- curriculum leadership workshops
- twice-yearly forums across Queensland
- school visits
- Principals Conference
- working with sectors to develop appropriate resources for diverse needs

### School Portal

- Principal Toolkit 1 — seven presentations and resources to assist principals to lead change
- Principal Toolkit 2 — readings and guides for teacher professional development (coming soon)
- School leader overview — information about content delivered to teachers in syllabus implementation workshops
- syllabus orientation modules

## More information

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au/senior/new-snr-assessment-te](http://www.qcaa.qld.edu.au/senior/new-snr-assessment-te).