Online panel training
Module 1 — attributes of an effective panellist

Transcript of video
This video is available at www.qsa.qld.edu.au/29520.html

Sharon Hogan
Senior Education Officer

Congratulations on your appointment to a QSA review panel. As a panellist, you will play an important role in Queensland’s system of externally moderated school-based assessment.

As an experienced teacher, you are already familiar with the syllabus objectives and standards. This training package will provide you with an overview of the responsibilities of a review panellist, as well as the processes and procedures of reviewing.

The panellist’s role is to support the school judgments by finding evidence in the sample student responses that schools submit as part of the moderation process. They also apply the syllabus standards to the student responses in providing advice to the schools.

Panellists need to be flexible. Queensland is a wide state, and schools take up syllabuses and develop work programs and assessment packages for their own contexts. So we see a wide variety of ways that schools implement syllabuses in their own schools. So panellists need to be flexible when they’re reviewing the schools’ packages, and mindful of the fact that what works in one context might not work in another context, but schools are still using the syllabus as their base document and applying the syllabus standards in a comparable fashion.

Jo Genders
Senior Education Officer

An effective panellist is trained in the panel training core, which identifies how panellists behave, what they know and what they can do. Effective panellists behave ethically. They demonstrate a professional and flexible approach to reviewing and maintain confidentiality at all times.

Panellists must be confidential as part of their role as panellists. We need to be able to guarantee that schools’ submissions are reviewed independently, and they do that twice. Panellists review a submission once, prior to the meeting, and that same submission is reviewed by a second panellist at the meeting. So the conversations that those
panellists have about those submissions are confidential. The decisions that are made at panel meetings are also confidential.

Review panellists demonstrate their knowledge of the syllabus objectives and standards when they review school submissions. Review panellists know syllabus standards and are able to match them to evidence in student responses.

Panellists demonstrate these skills when they review, decide and communicate.

When panellists review, they scan sample folios to look for evidence that supports the school’s application of syllabus standards. Panellists use their knowledge of the syllabus standards to do this.

When panellists decide, they reach a position on the school’s submission. They do this by either supporting the school’s judgments, or by making recommendations, which they justify using evidence from the submission and the syllabus.

When panellists communicate, they document their position on the review notes, they conference with other panellists to reach consensus and they provide quality advice to the review panel chair.