Guideline for individual learning

Evaluation report

October 2014

Contents

1 Background

In July 2013, the Queensland Studies Authority (QSA) met with a focus group of special education leaders to discuss how the Queensland Curriculum and Assessment Authority (QCAA), formerly the QSA, can best support schools, teachers and their students with disabilities during the senior secondary years.

The focus group identified key curriculum and certification issues affecting senior secondary students with disabilities. The group agreed to six actions, with special education leaders nominating themselves as key contacts (See Appendix A).

This evaluation report focuses on the trial of a draft *Guideline for individual learning* (Guideline), developed to support Action 2:

"Explore the development of a curriculum framework to improve the consistency and rigour of learning programs for students with severe and/or multiple impairments, including students with intellectual impairment who are working towards the Queensland Certificate of Individual Achievement (QCIA)."

1.1 The Queensland Certificate of Individual Achievement (QCIA)

Under the *Disability Standards for Education 2005* (Commonwealth of Australia, 2006), systems, schools and teachers are required to ensure that all students with disability are able to participate in learning on the same basis as their peers through rigorous, meaningful and dignified learning programs.

The QCIA recognises and reports the achievements of students whose learning is part of an individualised learning program. Achievements listed on the QCIA are identified under six headings called curriculum organisers. Schools can include some or all of the six curriculum organisers to describe the learnings in the student's individual learning program. The six curriculum organisers are:

· Communication and technologies

· Community, citizenship and the environment

· Leisure and recreation

· Personal and living dimensions

· Vocational and transition activities

· Areas of study and learning.

The QCIA does not contribute credit towards the Queensland Certificate of Education (QCE).

A student is eligible to receive a QCIA if they meet all of the following requirements:

· are nominated by the principal of the school

· undertake studies that are part of an individualised learning program

· have an impairment or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors

· have at least 12 years of schooling (other than schooling in the Preparatory Year)

· are enrolled at school until the date specified as the end of Year 12.

2 Development of the Guideline

2.1 Purpose

The Guideline has been developed to provide senior secondary special education teachers with a curriculum framework to support consistency in planning and assessing learning reported on the QCIA.

The Guideline provides an outline for five of the six curriculum organisers, that is, Communication and technologies, Community, citizenship and the environment, Leisure and recreation, Personal and living dimensions, Vocational and transition activities, but not Areas of study and learning

The Guideline has four components that are interrelated and designed to work together for developing individualised learning programs:

- curriculum organisers and descriptors: describing the learning for each QCIA curriculum organiser

- learning focuses: developed from the curriculum organisers to reflect the content valued in source documents

- possible learning goals (initially significant learnings): examples of learning focuses that teachers can use (or modify) to develop students' individualised learning programs, listed in levels of increasing complexity

- assessment and moderation advice: providing possible assessment activities for purposeful collection of evidence about students' achievements. This advice includes information about the requirements for moderation, reporting and certification.

2.2 Development processes

2.2.1 Working group

A working group was formed from key contacts nominated at the July 2013 focus group meeting of senior secondary special education leaders. This working group informed the development, trial and refinement of the Guideline. The working group included:

- Tracey Chappell, Principal, Goodna Special School and President, Special Education Curriculum Cluster (SECC)

- Andrew Hawke, Principal, Clifford Park Special School and President, SECC

- Jenny Horchner-Wilson, Principal, Kuraby Special School and Vice-President, Queensland Association of Special Education Leaders Inc (QASEL).

The working group met throughout the development of the Guideline and trial to:

- provide advice on what should be included in the Guideline

- nominate teachers to work with the QCAA and provide advice about the learning focuses and possible learning goals

- provide advice and feedback on the trial of the Guideline, including trial conference agendas

- examine trial evaluation data and participate in discussions on how the Guideline should be refined.

Development of the Guideline began with an analysis of a range of national and international curriculum documents appropriate for use in senior secondary special education contexts. This preliminary work focused on refining and identifying the learning associated with each of the QCIA curriculum organisers.

Initial work also included school visits to a variety of special education contexts to:

· identify the learning needs of the range of senior secondary special education students the Guideline should cater for

· observe how teachers currently plan teaching, learning and assessment for these students

· observe in action programs that are currently being used by schools

· listen to the needs of teachers.

A meeting of special education teachers was nominated by the working group and convened on 27 November 2013. They provided specific advice about the learnings about the QCIA curriculum organisers and discussed the broader curriculum context for senior secondary students with disabilities.

The Guideline was developed in consultation with the working group during Term 1, 2014, for trial in Terms 2 and 3, 2014.

2.2.2 Trial of the Guideline

On 20 March 2014, Queensland schools were invited to participate in trialling the Guideline throughout Terms 2 and 3, 2014 (Memo 023/14). To participate in the trial, teachers were required to be teaching QCIA students, and able to attend three one-day conferences in April, June and September 2014.

There was a high level of interest from schools, and 58 schools applied. Funds, however, provided support for only 28 schools to participate in the trial covering funding for teacher release at the first two conferences and conference travel. Criteria used to select schools for the trial included:

· number of students on individualised learning plans in the senior phase of learning, including schools with small and large numbers of senior students

· geographical location of schools throughout Queensland

· inclusion of special schools and mainstream high schools across the sectors.

The participating schools are listed in Appendix B.

Most senior secondary special education students at these trial schools were categorised as having an impairment (91%), with 77% of these students categorised as having an intellectual disability and 41% having multiple impairments. Other students at participating trial schools experienced learning difficulties not primarily due to socioeconomic, cultural and/or linguistic factors (9%).

The trial of the Guideline required teachers to plan and implement curriculum programs based on the document. The majority of teachers involved in the trial had between 6 and 9 years' experience with students eligible for the QCIA and over 10 years teaching experience in special education settings. Appendix C outlines the expectations of schools during the trial.

The experiences of teachers and students during the trial informed this evaluation and the refinements made to the Guideline.

Critical friends email group

Schools that were not selected for the trial were invited to join a Guideline critical friends email group. This invitation was also extended to schools that expressed interest in the trial but did not currently have any senior students eligible for a QCIA. This group received:

- progress updates of the trial of the Guideline, including materials trial schools received at the conference
- information about other products being developed by the QCAA to support senior students with special needs
- an invitation to provide feedback on products in development.

Appendix D lists schools involved in the critical friends email group.

Withdrawal from the trial

During the trial, the following two schools made the decision to withdraw from the process because they had no anticipated QCIA students in senior or were unable to commit to the trial responsibilities:

- Clairvaux MacKillop College
- Southern Cross Catholic College.

3 Evaluation methodology

The Guideline was evaluated using a range of strategies including trial conferences, an evaluation survey, academic research, school visits and stakeholder consultations.

These evaluation strategies focused on:

- appropriateness and clarity of QCIA curriculum organisers
- suitability, scope and depth of learning outlined in the Guideline
- suitability of planning and assessment advice
- degree to which the Guideline communicates its intention to teachers
- professional development requirements.

3.1 Trial conferences

Trial participants were required to attend three one-day conferences. Each of the conferences aimed to provide teachers with information that would support them with using the Guideline, as well as to gather feedback about the document.

Conference 1 (29 April 2014) focused on introducing teachers to the Guideline and how it could be used to plan for teaching and learning.

Conference 2 (18 June 2014) focused on examples of practice by trial schools, how to use the Guideline to plan for teaching and learning, and aligning assessment and reporting.

Conference 3 (19 September 2014) provided an opportunity for trial schools to share how they were using the Guideline in their schools and to discuss issues around QCIA moderation and certification. This conference also provided an opportunity for participants to examine feedback received throughout the survey and to provide other feedback (for a summary, see Appendix G).

3.2 Evaluation survey

Trial school teachers completed an evaluation survey on the Guideline. Australian Catholic University academics provided advice on the development of the evaluation tool.

The survey was distributed after Trial Conference 2 and focused on:

- the clarity of various sections of the Guideline
- relevance of these sections for the needs of students
- appropriateness of the level of curriculum content
- alignment to the QCIA curriculum plan
- resource and professional development requirements.

A copy of the evaluation survey completed by trial schools is provided in Appendix E.

3.3 Academic research

The Australian Catholic University was engaged to:

- provide advice on the draft survey tool to be used with trial schools. This survey was the main evaluation tool used to gather information about the trial and identify issues in the Guideline
- synthesise preliminary feedback from a sample of trial schools on their experiences with implementing the Guideline
- provide early suggestions for modifications to the Guideline.

Key academics engaged to undertake this research were Professor Joy Cumming and Research Fellow Dr Fabienne van der Kleij, Faculty of Education and Arts Learning Sciences Institute Australia, Australian Catholic University.

Appendix F contains a summary of the trial findings and suggestions for modifying the Guideline, and a list of the trial schools visited during this research.

3.4 School visits

In addition to the visits to trial schools conducted by the Australian Catholic University, the QCAA also conducted a number of interviews with teachers at trial schools to examine how the Guideline was being used across a variety of different settings. These interviews, which were held at the schools, occurred in August and September 2014, near the end of the trial period.

The interviews focused on:

- How was the Guideline being used in their school?
- What aspects of the Guideline were working well for them?
- What issues were they experiencing with using the Guideline?
- How should the Guideline be changed to accommodate their needs?

Some common issues and recommendations were evident from the school visits (see Appendix I).

3.5   Stakeholder consultation

A range of stakeholders were also consulted during the development and trial of the Guideline. These included:

- Senior Secondary Special Education Reference Group: This group was established to provide advice about the development of products for special education senior secondary school students. Membership included a number of special education leaders who attended the initial focus group meeting held in July 2013, in addition to a number of stakeholders involved in supporting special education in schools (e.g. sector representatives, professional association representatives). This group was consulted throughout the development and trial of the Guideline, with a number of members also attending Conferences 2 and 3 of the trial.

- QCIA district advisers: This group were consulted throughout the development of the Guideline and during the trial. These coordinators are responsible for providing advice and recommendations to schools about the eligibility to receive a QCIA, the certificate processes and procedures, and each student's individual achievement.

- Other stakeholders: A range of other senior secondary special education stakeholders were consulted, including Department of Education, Training and Employment officers, Curriculum to Classroom managers, officers working on More Support for Students with Disabilities national partnership projects and professional associations (SECC/QASEL).

4   Evaluation feedback

4.1   Key findings

4.1.1   Teacher satisfaction with the Guideline

The evaluation feedback showed that overall there was a high degree of satisfaction with the Guideline and that the curriculum framework can be used by all teachers who are working with senior secondary students eligible to achieve a QCIA.

The survey data indicated that the Guideline was clear (94%) and relevant (98%) to the needs of the students (Appendix I, Table 1). Teachers' comments included:

- the Guideline is presented in a clear, user-friendly format. All curriculum organisers are relevant to our students

- the current format of the Guideline (being the curriculum) and the QCIA (being the reporting format) is excellent for alignment and balanced judgments for our students

- I am looking forward to implementing the Curriculum in 2015 and can see its relevance for all students

- I am excited that finally we will have a real statewide (curriculum) base to work from (Appendix E, Question 9 responses).

4.1.2 Structure of curriculum organisers

Conference feedback from trial schools indicated that the Community, citizenship and the environment curriculum organiser needed to include content about accessing the community and visiting local places, e.g. library, park (Appendix I, Table 2). Additional feedback indicated the need to clarify the use of the Areas of study and learning curriculum organiser.

A number of documents were used as references in developing the Guideline, including the Australian Curriculum. The survey data, teacher conference feedback and trial school visits all indicated a need for the Guideline to reference sources used in its development (Appendix E, Question 9; Appendixes G and H).

4.1.3 Range of possible learning goals

The survey data, conference feedback and school visits all indicated that the possible learning goals needed to cater for *all* students eligible for the QCIA, including students who have high support needs (Appendix E, Question 10; Appendix G; Appendix H).

While the majority of schools indicated that the learning met their students' needs (from the prior-to-Prep Year to Year 6), 14% suggested that the Guideline needed to include pre-Foundation and Year 7/8 learnings (Appendix E, Question 11). The need to incorporate learnings at a lower cognitive level was reinforced by the Australian Catholic University research undertaken with trial schools (Appendix F).

Specific feedback from teachers included:

- (the need for) more guidelines for students who have high support needs
- the learning needs to be refined to cater for all students to the most basic (cognitive) level
- some learning outcomes are not 'low' enough for some of our students.

Specific recommendations made by teachers of trial schools at the conferences included:

- the range of possible learning goals needs to be broadened in each curriculum organiser to meet the needs of students who have high support needs
- replace 'and' with 'and/or' in the possible learning goals, e.g. interpret meaning of symbols and/or words
- the content needs to be at a level prior to 'shows awareness', e.g. accepting assistance from carers/others
- the learning goals should only have one focus (not two), e.g. experience and understand
- the need for listing the possible learning goals from the lowest to highest cognitive level.

4.1.4 Advice about planning teaching, learning and assessment

Teachers indicated that they would like to have some additional information about planning for teaching, learning and assessment (Appendix I, Table 3). The survey indicated that some teachers found that the advice to support effective planning (14%) and planning for individualised learning programs (10%) needed to be clearer in the Guideline.

This was reinforced at the trial school visits and teacher conference feedback where teachers indicated that some confusion was experienced at the start of the trial with how to plan using the Guideline (Appendixes G and H).

4.1.5 Assessment advice

Assessment was an area that many of the trial schools found challenging (Appendix H).

The survey data indicated that greater clarity was required in the Guideline about developing assessment (Appendix I, Table 4). Responses indicated there was a need for greater clarity on:

· assessment for individualised learning programs (14%)

· aligning assessment with teaching and learning (24%)

· the folio of student achievement (14%) (Appendix E, Question 8).

This was supported by the Australian Catholic University research, which recommended that the information and guidance provided in the assessment and reporting section be rewritten so that it is applicable and inclusive of all students (Appendix F). Feedback at the teacher conferences also indicated a need for additional information to be included about assessment (Appendix G).

4.1.6 Moderation, reporting and certification advice

The survey data indicated that greater clarity was required in the Guideline about reporting (19%) and moderation (29%) (Appendix I, Table 4). Issues were raised at the trial school visits about the alignment of the Guideline to the QCIA curriculum plan requirements and reporting and moderation processes (Appendix H). This request was reinforced at the trial conferences. Participants suggested that the QCIA moderation processes be reviewed to align to the Guideline (Appendixes F and G).

4.1.7 Resources and professional development

Trial schools made a number of comments relating to resource development and the professional development needs of teachers to support the general implementation of the Guideline. These suggestions included:

· examples of unit plans and its use in a variety of school settings

· development of age-appropriate resources

· a resource to support using the Guideline in different contexts, e.g. integrated and non-verified students

· a resource that demonstrates alignment of the Guideline (the curriculum) to the QCIA (the certification)

· more information on the connection of the Guideline to the Australian Curriculum

· a resource on how assessment connects to possible learning goals

· professional development workshops.

Schools indicated throughout the trial that they were using a variety of curriculum and resources, including: Award Scheme Development & Accreditation Network (ASDAN), the Australian Curriculum, various vocational education and training (VET) courses, professional association developed resources, Planning Alternative Tomorrow of Hope (PATH) and Victorian Essential Learning Standards (VELs).

4.2 Refinements to the Guideline

The Guideline has been refined in response to the trial evaluation feedback. Refinements include:

- developing a QCIA process flowchart that demonstrates how to plan using the Guideline
- clarifying the terminology including: 'learning expectations' to 'QCIA curriculum' and 'significant learnings' to 'possible learning goals'
- reviewing the range of possible learning goals to ensure that the Guideline accommodates a wide variety of learning needs , i.e. experiences, responses, awareness, expression of emotion
- reviewing the possible learning goals to represent increasing complexity
- refining the Community, citizenship and the environment curriculum organiser to including learning about accessing the community
- providing clearer advice on how to use the Guideline to plan teaching, learning and assessment and moderation
- developing a number of resources, including a list of resources and a table showing the alignment of the curriculum organisers to curriculum sources
- ensuring all sections of the Guideline align closely with the QCIA, e.g. developing assessment.

During the trial and following consultations with stakeholders, the decision was made to not include the Areas of study and learning curriculum organiser that currently appears on the QCIA. This decision will have an impact on the future design of the QCIA and associated support resources.

To consolidate these refinements, trial participants were invited to a writing workshop on 7 November 2014, at which they confirmed the refinements made to the Guideline and provided further advice about refinements that needed to be included.

A detailed description of the refinements made to the Guideline can be viewed at Appendix J.

5 Recommendations

The initial Guideline trialled with schools has been refined to reflect the evaluation feedback included in this report.

This Guideline provides a curriculum framework to improve the consistency and rigour of learning programs for students with severe and/or multiple impairments, including students with intellectual impairment who are working towards the Queensland Certificate of Individual Achievement (QCIA) as part of their senior schooling program.

It is proposed that this Guideline be finalised and published to the QCAA website for use in schools in 2015 with students completing senior at the end of 2016.

To support schools with the implementation of this document, it is also recommended to:

- modify the QCIA to reflect the framework in the Guideline for individual learning for use at the end of 2016
- develop a version of the QCIA curriculum plan to align to the Guideline for individual learning
- amend the QCIA Handbook to include the Guideline for individual learning
- develop resources for publication on the website
- plan and deliver professional development workshops throughout Queensland

Appendix A: Actions to support senior secondary students with special needs

Action 1: Explore the development of a small suite of adjusted subject area syllabuses (SASs) with an age-appropriate context for students who are learning at earlier year levels than their peers.

Action 2: Explore the development of a curriculum framework to improve the consistency and rigour of learning programs for students with severe and/or multiple impairments, including students with intellectual impairment who are working towards the Queensland Certificate of Individual Achievement (QCIA).

Action 1 and 2 working party: Jenny Horchner-Wilson, Tracey Chappell and Andrew Hawke

Action 3: Facilitate discussion with the special education community about:

· recognising studies/learning that can contribute towards the Queensland Certificate of Individual Achievement

· the range of national or international studies/learning that could contribute towards the Queensland Certificate of Individual Achievement.

Action 3 working party: Chris Lassig, Karen Foley (for ASDAN)

Action 4: Review:

· the communication strategy for the current QCIA requirements

· how student learning is certified following implementation of Actions 1 and 2.

Action 4 working party: Chesleigh Hargreaves and Peter Blatch

Action 5: The QCAA improves its support for schools by developing and providing professional development to its staff to enhance knowledge and understanding of special education issues.

Action 6: The QCAA works with the focus group to identify and provide relevant professional development opportunities for special education teachers and staff.

Action 5 and 6 working party: Cathy Wheeler and Cae Ashton

Appendix B: Trial schools and their anticipated numbers of QCIA students

Trial school	Year 11	Year 12
Aspley Special School	16	12
Beenleigh Special School	10	7
Brisbane School of Distance Education	9	20
Clairvaux MacKillop College	1	5
Clifford Park Special School	13	18
Flagstone State Community College	6	3
Goodna Special School	12	6
Groves Christian College	7	5
Heatley Secondary College	10	6
Hervey Bay Special School	9	5
Innisfail State College	8	2
Ipswich Special School	11	15
Kuraby Special School	6	9
Logan City Special School	7	4
Mackay North State High School	4	4
Maryborough State High School	9	4
Mount Isa State Special School	2	1
Mt Ommaney Special School	4	6
Mudgeeraba Special School	8	16
Nambour Special School	6	14
Narbethong State Special School	4	6
Redland District Special School	5	12
Rockhampton North Special School	7	12
Southern Cross Catholic College	3	0
Southport Special School	12	14
St Peter Claver College	6	3
The Glenleighden School	3	0
Trinity Lutheran College	1	3

Appendix C: Trial school expectations

Participation in the trial of the Guideline means that during Terms 2 and 3, 2014 schools:

· implement the Guideline

· contribute advice and resources to the trial.

Implementing the Guideline

The Guideline will be trialled through its implementation with diverse senior secondary learner groups in a variety of Queensland schools. Implementing the Guideline in your school means:

· participating in all three conferences during the trial with, whenever possible, the same teacher/s attending all three conferences

· using the Guideline to plan and develop teaching, learning and assessment, and to report the achievements of a number of senior secondary students eligible for the QCIA

· working collaboratively with colleagues to assess the suitability and usefulness of the Guideline for their students

· identifying parts of the Guideline used during the trial.

Contributing advice and resources

Teachers will develop and use a variety of resources to support the trial of the Guideline with their students. During Terms 2 and 3, 2014 schools provide the QSA with:

· detailed feedback considering the Guideline's suitability and advice to inform refinement of the document for implementation in 2015

  – sample resources to support using the Guideline, such as

  – sample planning resources

  – sample teaching and learning resources

  – sample assessments

  – sample materials to support twice-yearly reporting

· resources developed to support collaborative planning with colleagues.

Appendix D: Schools participating in the critical friends email group

School
Albany Creek State High School
Australian Christian College
Brisbane State High School
Canterbury College
Eidsvold State School
Freshwater Christian College
Gladstone State High School
Helensvale State High School
Ipswich State High School
Mareeba State High School
Morayfield State High School
Murgon State High School
Noosa District Stat High School
Oakey State High School
Shalom College Bundaberg
Toolooa State High School
Warwick State High School

Appendix E: Evaluation survey

Draft *Guideline for Individual Learning* (2014)
Evaluation

Teacher questionnaire 1: July 2014

Thank you for taking part in our evaluation of the draft *Guideline for Individual Learning* (2014). The Queensland Curriculum and Assessment Authority (QCAA) appreciates your feedback.

Please colour in your answers like this● not ▨ or ☑. This will help us to scan the surveys when returned.

1. At which school do you teach?

Teacher background (● one only)

2. How many years in total have you been teaching? (Include 2014 as a year)

○ 1 year   ○ 2 years   ○ 3-5 years   ○ 6-9 years   ○ 10 or more years

3. How many years in total have you been teaching in Special Education? (Include 2014 as a year)

○ 1 year   ○ 2 years   ○ 3-5 years   ○ 6-9 years   ○ 10 or more years

4. How many years in total have you been teaching senior (Year 11 and 12) students who are working towards a QCIA? (Include 2014 as a year)

○ 1 year   ○ 2 years   ○ 3-5 years   ○ 6-9 years   ○ 10 or more years

Senior students working towards a Queensland Certificate of Achievement (QCIA) at your school

5. Indicate how many (a number) of your eligible QCIA students align to the two categories stated below:

[ ] Impairment

[ ] Difficulties in learning not primarily due to socioeconomic, cultural and/or linguistic factors

6. Indicate how many (a number) of your QCIA eligible students can be categorised as having one or more of the following disabilities.

[ ] Autism Spectrum Disorder (ASD)   [ ] Intellectual Disability (ID)

[ ] Speech-Language Impairment (SLI)   [ ] Hearing Impairment (HI)

[ ] Physical Impairment (PI)   [ ] Vision Impairment (VI)

[ ] Number of students with multiple impairments

[ ] Difficulties in learning not primarily due to socioeconomic, cultural and/or linguistic factors

7. Please comment on the severity of students' disabilities in your class:

_____

_____

_____

_____

This information is collected so that the legislated functions of the QCAA concerning syllabus development can be carried out. Personal information is not usually disclosed to anyone other than relevant QCAA staff unless required or authorised by law, permitted under the Queensland Government privacy policy, or so that the legislated function can be completed.

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Using the draft *Guideline for Individual Learning*

8. Indicate how clear each section of the draft *Guideline for Individual Learning* is and how relevant it is for your students. (● one in clear/ not clear and ● one in relevant/ not relevant)

Section	Clear	Not clear	Relevant to my students	Not relevant to my students
1. Introduction	○	○	○	○
1.1 Curriculum organisers descriptions for the GIL				
• Communication and technologies	○	○	○	○
• Community, citizenship and the environment	○	○	○	○
• Leisure and recreation	○	○	○	○
* Personal and living dimensions	○	○	○	○
• Vocational and transition activities	○	○	○	○
2. Learning expectations	○	○	○	○
2.2 Communication and technologies				
• Learning focus	○	○	○	○
• Examples of significant learning	○	○	○	○
2.3 Community, citizenship and the environment				
• Learning focus	○	○	○	○
• Examples of significant learning	○	○	○	○
2.4 Leisure and recreation				
• Learning focus	○	○	○	○
• Examples of significant learning	○	○	○	○
2.5 Personal and living dimensions				
• Learning focus	○	○	○	○
• Examples of significant learning	○	○	○	○
2.6 Vocational and transition activities				
• Learning focus	○	○	○	○
• Examples of significant learning	○	○	○	○
3. Developing assessment	○	○	○	○
3.1 Assessment for individualised learning programs	○	○	○	○
3.1.1 Aligning assessment with teaching and learning	○	○	○	○
3.1.2 Folio of student achievement	○	○	○	○
4. Planning for teaching, learning and assessment	○	○	○	○
4.1 Elements of effective planning	○	○	○	○
4.2 Planning for individualised learning programs	○	○	○	○
5. Reporting	○	○	○	○
5.1 Moderation	○	○	○	○
6. References	○	○	○	○
Appendix 1: Curriculum sources for learning expectations	○	○	○	○
Appendix 2: Principles of assessment	○	○	○	○
Appendix 3: Assessment for learning	○	○	○	○

9. Do you have any further comments about the clarity of the draft *Guideline for Individual Learning* or its relevance to your students?

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10. Are there any aspects of the draft *Guideline for Individual Learning* you would like to see changed?

○ Yes　○ No　　　Please give reasons for your answer below.

_____

_____

_____

11. "To reflect the needs of this student group, the learning expectations are developed to reflect curriculum content across prior to Prep Year to Year 6" (draft *Guideline for Individual Learning* p.5)

Do the GIL learning expectations meet your students' needs given they are developed to reflect curriculum content across the prior to Prep Year to Year 6?

○ Yes　○ No　　　If no, which year level content should be included?　[　　]

Aligning with the QCIA curriculum plan (● one only)

12. Were you able to use the draft *Guideline for Individual Learning* to complete your QCIA curriculum plan?

○ Yes　○ No　○ To an extent　○ Not yet tried

13. If your QCIA curriculum plan was already completed, have you mapped it to the draft *Guideline for Individual Learning*?

○ Yes　○ No

14. Did you experience any problems with mapping your QCIA curriculum plan/s to the draft GIL and how significant were they? (● all that are relevant)

Problems mapping to curriculum plans	Minor	Major	No problems
Unable to identify which curriculum organiser is appropriate for recording intended learning outcomes for the individual student	○	○	○
Unable to find appropriate intended learning outcomes for:			
● Communication and technologies	○	○	○
● Community, citizenship and the environment	○	○	○
● Leisure and recreation	○	○	○
● Personal and living dimensions	○	○	○
● Vocational and transition activities	○	○	○
Developing appropriate sequences of teaching and learning	○	○	○
Assessing students	○	○	○
Gathering evidence of learning achievements matching the intended learning outcomes	○	○	○

Please specify any other difficulties you may have experienced:

_____

_____

15. Did you have any help from anyone outside your school when writing the curriculum plan?

○ Yes　○ No

If yes, who helped you?

○ QCAA Personnel　○ QCIA District Advisor　○ Collaborated with another school　○ Parents/ carers

○ Other, please specify _____

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Resources

16. Please outline any resources you are currently using when working with the draft *Guideline for Individual Learning* e.g. Australian curriculum, C2C SWD, QASEL conference.

_____
_____
_____
_____

Professional Development (PD)

17. What PD other than QCAA trial conferences have you undertaken or do you plan to undertake to support your use of the draft *Guideline for Individual Learning*? (Write your responses below).

_____
_____
_____
_____

18. Do you have any additional comments?

_____
_____
_____
_____

If you are willing to have a QCAA staff member contact you to discuss your answers, please provide your contact details.

Name

Telephone | Email

Thank you for your feedback.

Return date: 25 July 2014.

Please forward your completed survey to:
Email to senior resoruces@qcaa.qld.edu.au; or fax to (07) 3221 2553 - Attention: Kerri Gorman

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Appendix F: Summary of key findings by the Australian Catholic University

Preliminary issues experienced by schools trialling the Guideline and recommendations

1. The levels of learnings listed are not suitable for the levels of all the students eligible for the QCIA. The research showed that trial schools were concerned about the levels of the learnings listed. They indicated a need for clear learning statements at the most basic levels of development.

   Recommendation: Develop more examples of learnings for students at the earliest of developmental levels.

2. The QCIA reporting system does not seem to cater for diversity in student abilities and does not provide information about the context of learning. Some trial schools were concerned that the statements in the Guideline are not as informative as the statements in the current QCIA comment bank.

   Recommendation: Modify the reporting system to cater for the diversity in student abilities and provide information about the context in which the student is able to demonstrate certain abilities.

3. The Guideline does not provide sufficient practical guidance inclusive of all students. Some trial schools indicated that the Guideline was very wordy and could benefit from more practical guidance.

   Recommendation: Rewrite the information and guidance provided in the assessment and reporting section so that it is applicable and inclusive to all students, including those at the most basic level of development.

Initial trial schools visited by Australian Catholic University

- Beenleigh Special School
- Mount Ommaney Special School
- Narbethong Special School
- St Peter Claver College

Appendix G: Summary of trial conference feedback

The following feedback was provided by trial school teachers at the trial conferences.

- The need for more learning focus areas under the curriculum organisers to support understanding

- Importance of including contexts in the Guideline for meaningful learning

- Additional content needs to be included in some curriculum organiser descriptions, specifically:

  - Community citizenship and environment needs to include content about accessing the community and visiting local places (e.g. library, park)

  - Personal and living dimensions need to include content that support students who have high support needs

- Curriculum entitlement for students with disabilities needs to be on the same basis as peers by ensuring age-equivalent learning contexts are available in each of the curriculum organiser descriptions (e.g. Community citizenship and the environment). Specific advice for students who have high support needs was to:

  - broaden the range of learning goal examples in each curriculum organiser to meet the needs of students who have high support needs

  - replace 'and' with 'and/or', e.g. Interpret meaning of symbol and/or words

  - include content at a level before 'shows awareness', e.g. accepting assistance from carers/others

  - omit double goals in learning, e.g. experience and understand

  - order the possible learning goals from the lowest to highest level

- The need for a resource that aligns the QCIA curriculum organisers, subject area syllabuses (SAS) and Curriculum to Classroom (C2C) products

- The need to include additional information about:

  - assessment to support teacher understanding

  - how the Guideline aligns to QCIA curriculum plans and moderation

- Areas of study should include recognised (formalised) programs

- The Guideline needs to include references to the Australian Curriculum

- Suggestions for resources and professional development included:

  - examples of unit plans and how the guideline is used in a variety of school settings

  - development of age-appropriate resources

  - how to use the Guideline with students with a range of abilities and support needs

  - more information on alignment of the QCIA to the Guideline

  - more information on the connection of the Guideline to the Australian Curriculum

  - how assessment connects to possible learning goals

  - professional development workshops.

Appendix H: Trial schools visit

Trial schools visited by QCAA

- Mount Ommaney Special School
- Kuraby Special School
- Flagstone Community College
- Nambour Special School
- Rockhampton Special School
- Mackay North State High School

Summary of key issues raised

1. In the main, trial schools found the Guideline relevant and useful for planning, especially the learning focuses.

2. Some confusion was experienced at the start of the trial with how to plan using the Guideline. Throughout the trial, some teachers had already established curriculum plans for their students and backward mapped to the Guideline, while others used the document to inform their planning. Given the range of requirements expected of senior secondary special education teachers (including documentation and processes), participants suggested that the Guideline needed to include a clear diagram of these requirements and how they inform the QCIA.

3. Concern was raised that the Guideline did not support students who have high support needs, as the level of content was too cognitively complex. It was suggested that the Guideline include more examples of possible learning goals at a lower level.

4. Some schools experienced challenges with mapping student learning to the Community, citizenship and the environment curriculum organiser. It was suggested this may be because the Australian Curriculum doesn't start until Year 3, and that consideration needed to be given to including content that would fill the gap (e.g. use some of the Australian Curriculum general capabilities).

5. No information had been included in the Guideline about the Areas of study curriculum organiser, and it was suggested that a position on this organiser needed to be developed and information distributed.

6. Some schools found assessing students challenging. Reference was made to the Intensive interaction verb model as a useful resource (e.g. awareness, gesture, imitate, experience).

7. Issues were raised about the alignment of the Guideline to the QCIA curriculum plan requirements and reporting and moderation processes. It was suggested that the QCIA moderation processes needed to be reviewed to align to the Guideline, and that the QCIA comment bank provide for differentiation in what students can do.

8. Some teachers indicated that there needed to be more specificity with numeracy examples, similar to how the Australian Curriculum mathematic content descriptions are written (refer to the numeracy scope and sequence).

9. Many teachers indicated that it would be useful to align the Guideline to the Australian Curriculum content.

10. It was also suggested that it would be useful to include information in the Guideline about how the learning aligns to the modified SASs, which are also currently being trialled

11. The need for professional development to support general implementation of the Guideline.

Appendix I: Responses to the Guideline Evaluation
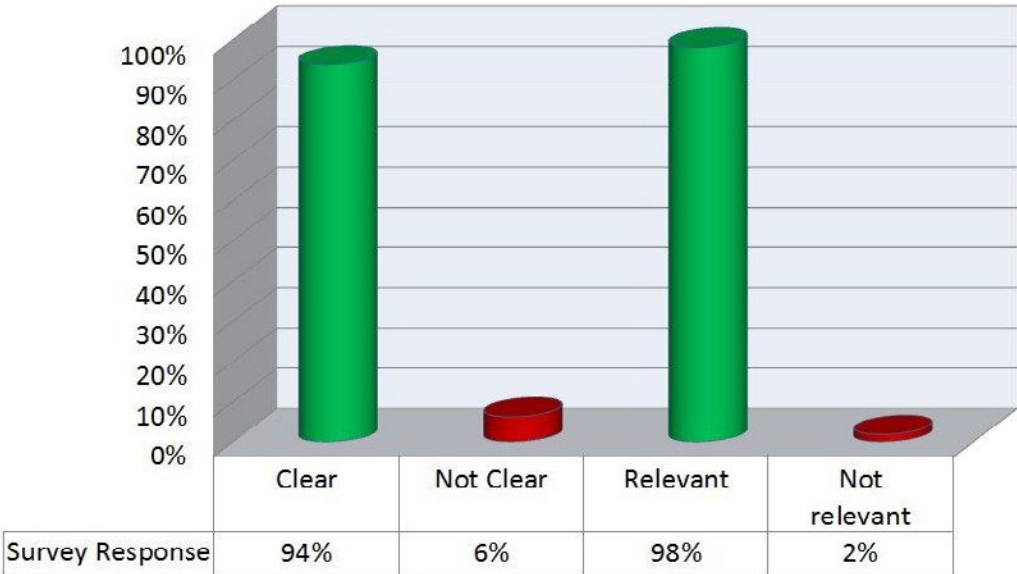
Table 1

Draft Guideline for Individual Feedback
Overview

Survey Response	Clear	Not Clear	Relevant	Not relevant
	94%	6%	98%	2%

Table 2

Draft Guideline for Individual Feedback
Curriculum organiser descriptions
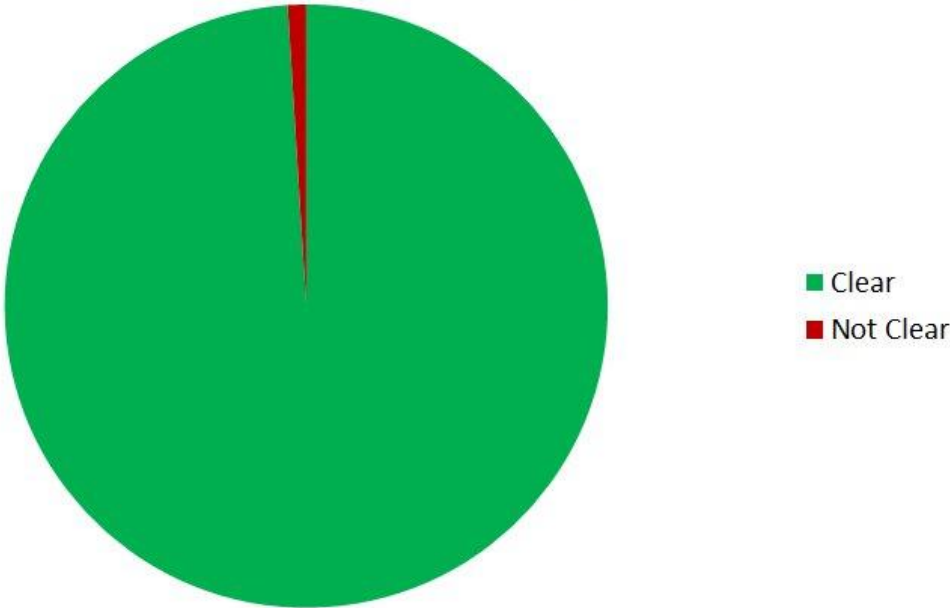
Clear
Not Clear

Table 3

Draft Guideline for Individual Feedback
Planning for teaching, learning and assessment
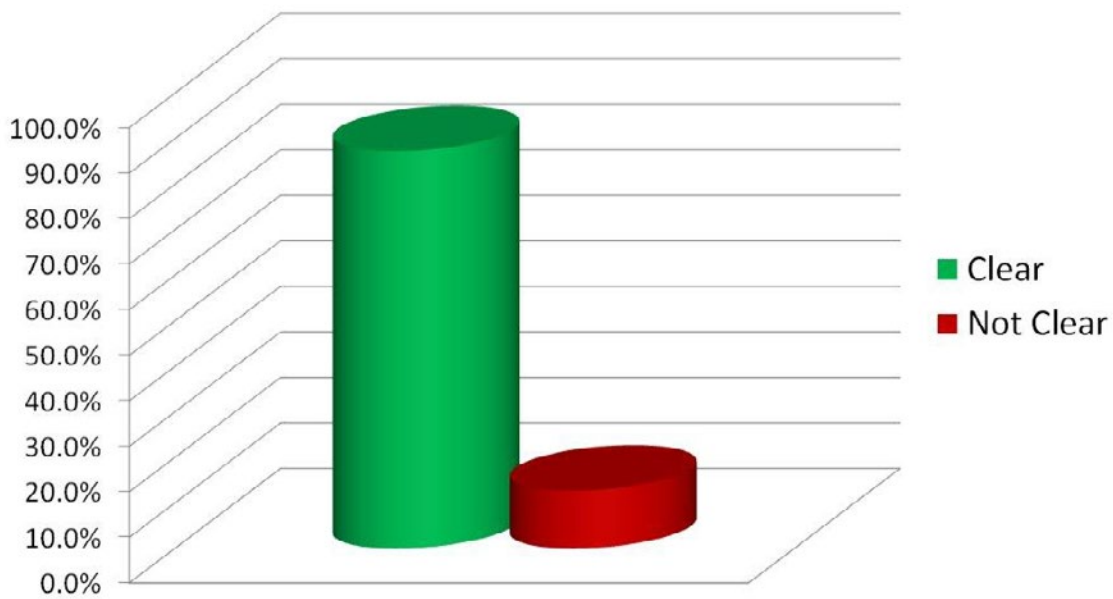

- Clear
- Not Clear

Table 4

Draft Guideline for Individual Learning -
Clearer and more detailed assessment, reporting and moderation advice

- Clear
- Not Clear

Developing assessment | Reporting and Moderation