

DECD LEARNING DESIGN, ASSESSMENT AND MODERATION STRATEGY | OVERVIEW



GOALS

By 2020:
Educators will use the Early Years Learning Framework, the Australian Curriculum and the SACE to:

- develop their expertise in designing learning that engages and intellectually challenges every learner
- build consistency of professional judgement about the evidence and quality of child/student learning.

SYSTEM STRATEGY FOCI

STAGE 1: 2017	STAGE 2: 2018	STAGE 3: 2019	STAGE 4: 2020
Collaborative reflective practice and collaborative moderation	Formative assessment to inform Learning Design	Feedback that improves learning	Learning Design consolidation
2017–2020: Collaborative reflective practice and collaborative moderation			
2018–2020: Formative assessment to inform Learning Design for deep understanding			
2019–2020: Feedback that improves learning			
2020: Learning Design consolidation			
<p>DECD practice expectations Educators will work with the curriculum to collaboratively reflect/moderate twice a year to strengthen:</p> <ul style="list-style-type: none"> • consistency of professional judgement of evidence of quality learning, and • intentional and responsive learning and assessment design. <p>Why? There must be...<i>agreement amongst educators about what a common year's progress looks like... that this development of a common conception is key to accelerating progress.</i> (Hattie, 2015)</p>	<p>DECD practice expectations Educators will collaboratively develop formative assessment processes that:</p> <ul style="list-style-type: none"> • identify what learners know, understand and can do, prior to and during the learning, and • use this information to inform and adjust next teaching steps. <p>Why? <i>The most important single factor influencing the learning is what the learner already knows. Ascertain this and teach him/her accordingly.</i> (Ausbel, 1968)</p>	<p>DECD practice expectations Educators will collaboratively develop feedback for learners that moves learning forward using the curriculum frameworks, and includes:</p> <ul style="list-style-type: none"> • educator to learner feedback, and • learner peer feedback. <p>Why? <i>Implemented properly, it (peer feedback) can substantially increase student achievement, both for those who get help from their peers, and peers who provide help.</i> (William & Leahy, 2015)</p>	<p>DECD practice expectations Educators will collaboratively design learning that:</p> <ul style="list-style-type: none"> • activates learners as owners of their own learning and as resources for one another to deepen conceptual knowledge, skills and understanding, and • explicitly develops learners' general capabilities. <p>Why? <i>...scale up success by using the wealth of knowledge that exists in teacher communities. We have an enormous wealth of knowledge already about how to address certain challenges that students face.</i> (Hattie, 2015)</p>

DECD ACTIONS 2017–2020

<p>System: Develop online resources for collaborative reflection/moderation to support leaders and educators. www.decd.sa.gov.au/ldam</p>	<p>System: Provision of professional learning in Learning Design for Early, Primary and Secondary Years.</p>		<p>System: Develop a DECD online professional learning platform for collaborative Learning Design.</p>
<p>Leaders: Ensure collaborative reflective practice/collaborative moderation occurs twice during the school year.</p>	<p>Leaders: Ensure the reflection/moderation professional learning incorporates collaborative design of formative assessment processes to monitor student progress to inform next steps in teaching.</p> <p>Leaders: Enable and support educators participation in the systemic LDAR and LDAM professional learning.</p>		
<p>Educators: Engage in collaborative reflection/moderation with colleagues to develop greater consistency of professional judgement and skills of learning design to ensure 'growth for every learner'.</p>	<p>Educators: Work together to collaboratively design formative assessment practices and learning environment cultures that build on learners' prior knowledge, understandings, learning capabilities and dispositions – using checking for understanding strategies to monitor progress and inform next teaching steps.</p>	<p>Educators: Co-design feedback that moves learning forward.</p>	<p>Educators: Engage in online collaborative Learning Design and co-design peer and self assessment strategies with learners to develop their 'learning to learn' and metacognitive skills.</p>
	<p>Children/students: Engaged in formative assessment processes to increase self-regulation in their learning.</p>	<p>Children/students: Engaged in formative peer feedback processes to continually improve their learning outcomes.</p>	<p>Children/students: Engaged in formative peer and self-assessment to set learning goals to continually improve their learning outcomes.</p>

Ausbel DP (1968) *Educational psychology: A cognitive view*, New York, NY: Holt, Rinehart & Winston, p.vi

Hattie J (2015) *What works best in Education: The Politics of Collaborative Expertise*, Pearson, pp.6–7

OECD (2008) OECD/CERI International Conference, 'Learning in the 21st Century: Research, Innovation and Policy', *Assessment for Learning Formative Assessment*, p.5

William D & Leahy S (2015) *Embedding Formative Assessment*, Hawker Brownlow, p.139