Artefact [L]: Constructing appropriate feedback for students

Wednesday, 31 August 2022 2:52 PM

Teaching context specific to this artefact

Date range of evidence	School(s)	My Role(s)	Year Level(s)/Learning area(s)/Subject(s)
2020-2021	Applicant's State High School	Project coordinator/ Geography teacher	Year 8 Geography.

Annotation to support this evidence set

1.1

By organising the incursion and the excursion to be full day workshops outdoors I ensured all Yr.8 students had access to a range of hands-on stations run by experts directly aligned to the assessment **(Artefact D&L).** These workshops catered to the physical development and characteristics of students as they completed water quality tests, macroinvertebrates checklists, cross section assessments, native plant surveys and other stations, effectively delivering the assessment in a context that made sense to students by connecting to their surrounding environment **(D: Teachers Work booklet and photos).**

Assessor note - This artefact has been included as an evidence sample for descriptor 5.5. However, the applicant has also annotated it for the other descriptors on this page.

2.2

The CP is an entirely new program I built to connect our school with the community **(K: BCC Letter)**. Originally, the assessment was the responsibility of individual teachers; instead, I used the backing of research and data **(B: All)** to deliver an innovative learning and teaching program that supported staff **(E, staff satisfaction surveys)**. It was lauded in professional networks as a program that was innovative in the Humanities field **(J: Teachers requesting the program resources)**.
As project organiser, I constantly improved and adapted the content to remain relevant to the school. I evaluated the project with teachers **(F and G)** and adjusted the program for students with a range of abilities (**H: Disability adjustments and L Creek extension excursion).** My organisation of a project that is focused on contextually relevant learning **(D photos, group work, timetable)** garnered recognition from my Principal through its inclusion in the school's strategic plan **(N: Email and Strategic plan)** due to the focus on sustainability within local and global communities.

3.7

In 2021, I organised a meeting to work with the Yr.8 team on evaluating the student drafting checklist, focusing on including parents/carers to be involved in the assessment checkpoints **(L: Email to team & teachers' comments)** as the previous iteration was solely focused on teacher feedback **(F: Field report, last page).** As a result, colleagues and myself **(M: Exemplar of feedback)** were able to use this process to give parents the opportunity to be involved in their child's drafting, allowing them to provide feedback and open discussion about the progress of their child's work before submission **(M: exemplar, parents feedback on page 2&4).**

4.1

When organising the project I led correspondence with parents **(O: Excursion letter),** built community involvement **(Artefact I),** constructed the CARAs **(Artefact C)** and supported colleagues with resourcing **(D: Teacher Meeting, PowerPoint and Work booklet)** to ensure all students had the opportunity to attend the incursion **(Artefact D)** and Creek excursion **(Artefact L).** I further supported colleagues in adopting policies and procedures for SWD **(G: 12th October minutes)** and collaborated with SEU department to identify and create adjusted assessment **(G: 12th October minutes, photo and assessment**) to ensure support for all students in accessing the project.

4.4

As program coordinator I initiated and took responsibility for safety of students and staff through the creation of CARA document, following school guidelines around risk mitigation and ensuring adequate supervision for SWD and teachers' roles and responsibilities **(Artefact C).** Additionally, I took control of the risk assessments for equipment hire **(C: Water Sampling & Cross-sections).** To ensure staff and student safety, I outlined non-negotiables around safety and responsibilities with the teacher booklet **(D: Work booklet),** with reiterations of these details in the lead up **(D: Email about upcoming meeting).** I ensured these processes were repeated again in the 2021 excursion to Creek **(Artefact L).**

5.5

Through working with colleagues to evaluate the drafting checklist (initially designed to enable students to provide peer feedback) to include a parent/carers section **(L: Yr.8 teaching team comments)**, we were able to incorporate a parent area with simplified language and signature requirement to allow parents/carers access to their child's assessment progress **(M: exemplar of feedback).** The resulting parent responses **(M: Exemplar p2&4)** highlights this form of reporting as informative for parents in understanding their child's level of achievement prior to submission.

7.1

As organizer of the CP incursion and the Creek excursion, I maintained high ethical standards within a school context through interactions with staff through collaborating on project resourcing **(F and**

G), leading the project and supporting staff to interpret code of ethics and exercise sound judgement in the school context **(D: 6th September minutes, email 'morning of' and Teacher Guidebook).**
In the community I maintained high ethical standards by taking responsibility for leading the excursion, organizing the CARA, permission letters and leading students safely. **(All in Artefact L)**. Furthermore, I supported staff by updating them on relevant standards for the excursion to review **(O: Email to teachers),** led the review of the CARA, made expectations of students/staff clear and ensured a shared understanding of the roles, responsibilities and expectations for the excursion **(O: Minutes)**

Evidence

Evidence

Organized Meeting time with Yr.8 Teaching Team

Drafting checklist ...

Yr.8 Teaching Team comments at the meeting on making a parent feedback sheet

Parent Feedback ...

From: [redacted]
To: [redacted]
Subject: Meeting This afternoon
Date: Friday, 15 October 2021 8:38:00 AM

Hi Team,

Looking forward to seeing you quickly this afternoon (after class) to work on the drafting checklist document to improve it for students and peer access/involvement. We will be meeting quickly in F block staffroom to overhaul the document. Once that is done, I will make the necessary changes and have it back to you tonight.

Appreciate your hard work, especially on a Friday.

Sincerely,

[redacted] | Humanities
[redacted] State High School
[redacted]
T: + [redacted] | F: [redacted]
W: www [redacted] shs.eq.edu.au

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Awesome! Love this!

3L Parent Feedback form peer evaluation

Geography Field Report

Title Page
- ☐ Title - what was being investigated
- your name and teacher's name

Table of contents
- ☐ all titles and subtitles in your report and their respective page numbers

Introduction
- ☐ the topic and aim of the report
- ☐ refer to the inquiry question
- ☐ use a map to identify the location

Methods of Research
- ☐ describe and explain how the data was collected e.g. *primary data was collected during a field trip.*
  - include an description of methods used. E.g. *dissolved oxygen levels were collected using a probe.*

Statement of Findings
- ☐ define and describe the location and state the main issues and points related to the site.
- Analyse the current situation of the site – what are the causes and effects?
- ☐ The findings must be based on your research and use this evidence to support your points.

Evaluation and Decision Making
- ☐ Outline two (2) viable options for the future management of the site.
  - Describe what each option would entail
  - Include diagrams and maps
- ☐ Evaluate the pros and cons of the proposed options using economic, environmental and social criteria.

Recommendations
- ☐ Make a justified decision on which option would be the most appropriate solution for the site.
- ☐ The recommendations must be based on your evaluation (pros and cons) of the viable options.
- ☐ Use your data/research and your evaluation to justify your decision.

Conclusion
- ☐ Summarise the topic and the outcomes of the report (one paragraph and NO NEW KNOWLEDGE)

Appendix
- ☐ Include any additional data and research that you did not use directly in your report but is relevant. E.g. field booklet

Bibliography/Acknowledgements
- ☐ An alphabetical list (by author) of the sources you used in your report. Geography uses Harvard style

Values of your Geographic Analysis - Feedback

Great

Are we sending this home? email too??

CLARITY:	YES	Not YET...	Teacher Comment
Does your contents page display all of the sections of your report and their correct page numbers?	☐	☐	
Have you clearly labelled your diagrams and referred to them to make your arguments clear?	☐	☐	
Have you written your paragraphs in clear TEEL format?	☐	☐	
Have you written in third person? e.g. No I, me, your, you, yours etc.	☐	☐	
Are your examples useful and relevant? (appropriate evidence) Do we need to say about creek/ [redacted] creek? environment.	☐	☐	
Have you used subject specific vocabulary (definition list) and identified and explained key terms?	☐	☐	
ACCURACY:	☒	☒	
Have you acknowledged limitations of data collection process and understanding? E.g. has water been sitting out of creek before temperature test? Accuracy of cross section measurements?	☐	☐	
Have you precisely represented the ideas of others in your work *and referenced* their ideas? → APA??	☐	☐	Is there a guide or expected standard for referencing across class
Have you used *data* to justify your conclusions? E.g. No rain has occurred in the creek for over six months. As such, the resulting turbidity when collected was...	☐	☐	
PRECISION:	☒	☒	
Have you identified and explained the criteria you will be using to evaluate the alternative options?	☐	☐	
Are the similarities and differences of the alternative future options stated clearly (perhaps a table/matrix might help)? Are we giving them matrix? Should we refer directly to this??	☐	☐	
Have you included any calculations used to evaluate the options (e.g. costs, time etc.)?	☐	☐	
Is there any research that substantiates your claims? If so, have you referenced it?	☐	☐	
RELEVANCE:	☒	☒	
Have you focused on the topic of the report? E.g. [redacted] Creek. Have you included relevant research about the current and past condition of the site? Know your creek booklet??	☐	☐	
Can you identify why the information you have researched is relevant? How does it reinforce the outcome of the experiment? If not, do not include it!	☐	☐	
Have you identified why this topic is important?	☐	☐	
Is your language choice expository? E.g. present only unbiased facts and no opinion.	☐	☐	
SIGNIFICANCE:	☒	☒	
Have you analysed your field data and research and explained how they are important to the research question/inquiry?	☐	☐	
Have you directly linked your evidence to your claim or statements?			
DEPTH:	☒	☒	
Have you identified errors and issues with the data collection and research? E.g. has all the data/information been found? Is one test enough? Small section of creek??	☐	☐	
Have you used justified inductive reasoning to reach a decision about managing the creek in the future? → Do the kids get this?? need to make broad generalisations from specific observations.	☐	☐	
Are your recommendations geared to improve future outcomes of the creek? If so, why/how?	☐	☐	
BREADTH:	☒	☒	
Have you sought out the expertise of others? This could be through the findings of other class groups or academics/council sites on the internet but make sure you reference other people's work.	☐	☐	
COHERENCE (LOGIC):	☒	☒	
Have you developed and outlined your ideas in a logical order?	☐	☐	
Have you used transition phrases to identify logical progressions? E.g. when you wish to add information or reinforce ideas you could say; in addition, comparatively, furthermore etc. When you want to link evidence that opposes an argument you could use; in contrast, however, conversely.	☐	☐	
Does the analysis of your field data (including tables, sketches and photos etc) and research support your conclusion? E.g. Does all the information you have presented support your management option/future recommentations?	☐	☐	
Have you evaluated your options thoroughly through the lens of each of the criteria? E.g. Economic, social, environmental.	☐	☐	
Have identified issues of credibility? Are there any sources of information that may not be what they seem? e.g. bias	☐	☐	
Have you used data from your field report to justify your statements/claims?	☐	☐	

Good idea to put examples, very helpful.

Can we do a parent template?

Parent Sign: _____

Maybe add parent sign space?

Can it be a simpler version of original template for parents to understand?

Exemplar Questions

- Has the report only used data that is relevant?
- Based on student information, would you agree with their recommendation?
- Is there anymore information you need that could be included?

Needs to be logical + relevant for parents to understand

Would we please make student-friendly ~~box~~ check lists that align with the marking rubric to encourage collaborative feedback?

Thank you!

[redacted] 15/10/21

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