



**FACULTY OF ARTS, EDUCATION AND SOCIAL SCIENCES
SUSTAINING DISTRIBUTIVE LEADERSHIP IN LEARNING AND
TEACHING: CASCADE AND PERPETUAL EFFECTIVENESS OF
THE FACULTY SCHOLAR MODEL – PROJECT 2009**

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Expanding staff repertoires of 'fit-for-purpose' assessment practices

TEMPLATE FOR (RE)DESIGNED 'FIT-FOR-PURPOSE' ASSESSMENT TASK

Developed by: Dr Maree DinanThompson

School: Education

Subject Code: ED2090 and ED2190

Subject Title: Health and Physical Education for the Early Years and Health and Physical Education for Primary School

Subject Description	Subject Learning Outcomes
<p>This subject assists students to develop the knowledge, attitudes and skills necessary for planning, teaching, assessing and evaluating learnings in Health and Physical Education in early childhood based upon relevant and appropriate State and National curriculum texts. Students will examine the models influencing trends in early childhood (birth to 8 years) Health and Physical Education, including the social view of health, personal development, social justice principles, the importance of physical activity, play-based curriculum, social sustainability and Indigenous perspectives. Approaches to developing learner-cantered, integrated and inclusive curricula are emphasised.</p>	<ul style="list-style-type: none"> • to develop and apply a reflective and analytical view of teaching and teaching materials, and the students own teaching of Health and Physical Education; • to develop confidence and competence in structuring inclusive learning tasks activities and planning purposeful programs required in teaching the Health and Physical Education curriculum; • to develop an understanding of and commitment to the role of health, physical activity and personal development, maximum participation and enjoyment within social justice principles of diversity, supportive environments and equity. • to explore issues of social sustainability and Indigenous perspectives particular to health and physical education in the early/primary years.
Relevant JCU Graduate Attributes	Relevant Professional Standards
<p>The ability to define and to solve problems in at least one discipline area The ability to speak and write clearly, coherently and creatively. The ability to think critically, to analyse and evaluate claims, evidence and arguments, and to reason and deploy evidence clearly and logically The ability to find and access information using appropriate media and technologies The acquisition of coherent and disciplined sets of skills, knowledge, values and professional ethics from at least one discipline area The ability to read complex and demanding texts accurately, critically and insightfully This task is personalised and asks you to reflect honestly on your biography and personal beliefs (personal homepage) rather than a right/wrong answer. The ability to work individually and independently.</p>	<p>1.2.1 the content, processes and skills of the areas they teach and links across content areas 1.2.2 the socially, culturally, historically constructed nature of knowledge 1.2.5 relevant curriculum frameworks and an awareness of school, authority and employer policies and procedures 3.2.1 central concepts, modes of inquiry and structures of the discipline areas they teach 10.2.9 strategies for reflective practice and lifelong learning.</p>

Assessment Task Description

Tutorial Participation 1 – Personal understandings and experiences of HPE (5%)

Genre (please tick)
 Blog – short response

In Week 1 you are required to complete a Personal Homepage activity that asks you to provide:

- A minimum of three images/ visuals that represent your biography/ values in relation to HPE. They may symbolise your competencies, fears, body type, dress/appropriate clothing, skills, and health. Your images may be clip art, scanned images or magazine images. If choosing web-based images please reference sites.
- Write a brief explanation [50-100 words] of what the images/ visuals signify about yourself, your HPE experiences, your HPE knowledge and your feelings about being a teacher of HPE.

Please see Week 1 subject materials in LearnJCU for an example of this activity.

In Week 2 you explore the conceptual bases of HPE (health, physical activity and personal development) and undertake a formative quiz to check your understandings and identify gaps to explore further.

At the end of Week 2 you are required to respond to the following 3 questions in light of the earlier activities (approx. 150-200 words) and share in your blog group.

1. HPE – building a certain citizen: In light of your experiences, images and conceptual knowledge: what type of citizen do you see possible within your teaching of HPE (refer to Tinning & McCuaig and DinanThompson readings)?
2. Can you describe your emerging identity as a teacher of HPE (use the visual images from your personal homepage to expand on this)?
3. What are areas are needing attention for you to become a quality teacher of HPE?

This task is personalised and asks you to reflect honestly on your biography and personal beliefs rather than a right/wrong answer. It asks for inclusion of your Week 1 and 2 readings and provides a platform for the HPE Critique submission (due in Week 8)

Personal understandings and experiences of HPE (max. 150 words)

ASSESSMENT CRITERIA	HD	D	C	P	N
<p>QCT Standards 1, 3 and 10 Critically reflective responses to the following questions demonstrates knowledge of the socially, culturally, historically constructed nature of HPE curriculum (central concepts, content, processes and skills, modes of inquiry):</p> <ol style="list-style-type: none"> HPE – building a certain citizen: In light of your experiences, images and conceptual knowledge, what type of citizen do you see possible within your teaching of HPE? (refer to Tinning & McCuaig and DinanThompson readings) Can you describe your emerging identity as a teacher of HPE (refer to your Week 1 images)? What are areas needing attention for you to become a quality teacher of HPE? Value-added contribution to blog group member response demonstrating links to ED2090 readings/activities. 	<p>=/>4.25</p> <p>Consistent and successful application of experiences, images and conceptual knowledge to construct a certain HPE citizen</p> <p>Consistent and successful application of experiences, images and conceptual knowledge to identify and emerging identity as a teacher of HPE</p> <p>Purposeful and effective selection of quality HPE teacher development targets</p> <p>Purposeful and effective application of ED2090 readings/activities to justify response.</p>	<p>=/>3.75</p> <p>Consistent application of experiences, images and conceptual knowledge to construct a certain HPE citizen</p> <p>Consistent application of experiences, images and conceptual knowledge to identify and emerging identity as a teacher of HPE</p> <p>Effective selection of quality HPE teacher development targets</p> <p>Effective application of ED2090 readings/activities to justify response.</p>	<p>=/>3.25</p> <p>Successful application of experiences, images and conceptual knowledge to construct a certain HPE citizen</p> <p>Successful application of experiences, images and conceptual knowledge to identify and emerging identity as a teacher of HPE</p> <p>Purposeful selection of quality HPE teacher development targets</p> <p>Purposeful application of ED2090 readings/activities to justify response.</p>	<p>=/>2.5</p> <p>Competent application of experiences, images and conceptual knowledge to construct a certain HPE citizen</p> <p>Competent application of experiences, images and conceptual knowledge to identify and emerging identity as a teacher of HPE</p> <p>Appropriate selection of quality HPE teacher development targets</p> <p>Appropriate application of ED2090 readings/activities to justify response.</p>	<p>=/>0.5</p> <p>Inconsistent application of experiences, images and conceptual knowledge to construct a certain HPE citizen</p> <p>Inconsistent application of experiences, images and conceptual knowledge to identify and emerging identity as a teacher of HPE</p> <p>Inappropriate selection of quality HPE teacher development targets</p> <p>Inappropriate application of ED2090 readings/activities to justify response.</p>

<p>JCU Graduate Qualities: Professional Literacies</p> <p>Responses (= 200 words) are written clearly and logically demonstrating</p> <ul style="list-style-type: none"> - proficient written language (spelling, punctuation, grammar and syntax) - stated format (reflective responses, clear and logical sequencing of information) including APA referencing (where necessary). 	<p>Demonstrates outstanding level of personal proficiency in written language. Responses are fluent and engage with appropriate professional discourses. No errors in grammar, spelling or APA referencing are noted.</p>	<p>Demonstrates high level of personal proficiency in written language. Responses are fluent and engage with appropriate professional discourses. Very few errors in grammar, spelling or APA referencing are noted.</p>	<p>Demonstrates good level of personal proficiency in written language. Responses engage with appropriate professional discourses. Minimal errors in grammar, spelling or APA referencing are noted.</p>	<p>Demonstrates sound level of personal proficiency in written language. Responses engage with appropriate professional discourses on most occasions. Several errors in grammar, spelling or APA referencing are noted.</p>	<p>Demonstrates poor level of personal proficiency in written language. Responses rarely engage with appropriate professional discourses. Errors in grammar, spelling or APA referencing are noted and may interfere with meaning.</p>
<p>Comments:</p>					

OVERALL GRADE: _____ **EXAMINER:** _____ **DATE:** _____

PEER REVIEW – AIM IS TO PROVIDE ANOTHER PERSPECTIVE (LENS) TO YOUR TASK DESIGN

Evidence of components by PEER REVIEWER: valid, reliable, authentic and transparent assessment.			
Valid	Peer Reviewer comments	Reliable	Peer Reviewer comments
<p>In what ways does it ensure that assessment measures effectively what it intends to measure? For example:</p> <ul style="list-style-type: none"> • Does the content of the task measure the stated learning outcomes? • Is the task designed to ensure that content chosen can be adequately demonstrated? • Is the task designed so that intervening skills/knowledge (e.g. reading skills, graphing skills) do not diminish possibilities of demonstrating student learning? • Are the criteria and standards (HD, D, C, P, N) aligned with the task requirements and learning outcomes? • Is the task formative or summative – does this have effect on what and how it measures? 	<p>Yes, learning outcomes 1 and 3 are targeted but not addressed in full.</p> <p>Yes, contained within tight word limit.</p> <p>Task is modelled. Word length is small and might be difficult for some students.</p> <p>Yes, aligned with task, outcomes and professional standards.</p> <p>Formative – provides feedback to students for final submission in week 8.</p>	<p>In what ways does it ensure that assessment is fair and consistent? For example:</p> <ul style="list-style-type: none"> • Is the task description and requirements unambiguous? • Is the language level appropriate to the learner's level? • Do the students understand what is required of them? • Do the students understand what is a quality response and what is a poor response? • Is the task criteria specific to the standards (HD, D, C, P, N) clear to students? [Does the task have criteria? Does the task make explicit the standards for each criteria and their weighting?] • Are the standards applied consistently to all students? • Are assessors trained? • Is a (blind) moderation process in place for multiple assessors? 	<p>Task is written in procedural text. Language is appropriate. Requirements are clear.</p> <p>Students are provided with an example of Week 1 personal homepage activity. Rubric is explicit to provide detail for fail response in reference to task questions + literacy.</p> <p>Explicit standards are provided to assist consistency.</p> <p>Front-end moderation is implemented.</p>

Authentic	Peer Reviewer comments	Transparent	Peer Reviewer comments
<p>In what ways does it ensure that assessment is connected to a real-life application, and is owned by the student?</p> <p>For example:</p> <ul style="list-style-type: none"> • Does the assessment task make a connection to and transfer to the world beyond the classroom? • Does the assessment task replicate conditions under which the performance would normally occur in the real-world application? • Does the task allow for production of knowledge from acquired concepts/content/skills (rather than reproduction)? • Is the task designed to ensure that you are 'thoroughly satisfied' that the student is the author? • Does the assessment task state requirements for appropriate referencing conventions? • Is the task be personalised to cater for real-world application and ownership issues? 	<p>Connection to students life experiences is made.</p> <p>Blog contribution? Leads into replication for summative task in week 8.</p> <p>Acquired skills through inclusion of readings to extend responses in blog statements.</p> <p>Personalised task so thoroughly satisfied.</p> <p>Yes, included in literacy criteria.</p> <p>Analysis makes personal links to life experiences.</p>	<p>In what ways does it ensure that assessment is matched to subject description and outcomes, including graduate attributes and professional standards (where necessary)?</p> <p>For example:</p> <ul style="list-style-type: none"> • Are the relationships between subject outcomes, learning exercises and assessment tasks made explicit? • Does the task criteria (and standards) utilise specific terminology to match learning outcomes, graduate attributes and professional standards? • Does the assessment task ask for more than demonstration of the intended learning outcome(s)? 	<p>Relationships are evident between tutorial activities, outcomes and assessment.</p> <p>Criteria makes links to outcomes and professional standards. Too many graduate attributes are stated for the task.</p> <p>No</p>

Lecturer Comment following peer review of 'fit-for-purpose' principles – validity, reliability, transparency and authenticity:

Peer feedback supports the Tutorial Participation 1 – Personal understandings and experiences of HPE (5%) blog task as a quality assessment task. It is valid in attending to learning outcomes 1 and 3 although it doesn't fully measure the outcome demands. As a formative task in Week 2 it provides student feedback early towards the achievement of the outcomes in a latter assessment task. Reliability is embedded in the explicit description, criteria and standards. Authenticity is a key principle in the personalisation of the task that is extended through the student justifying analysis with subject readings. Transparency is evident in the task description and criteria and standards. Areas for consideration include the word length requirement and whether it constrains the demonstration of student learning as well as the visibility of graduate attributes (too many targeted and not explicit in the rubric).