



THE UNIVERSITY OF
MELBOURNE

Assessment and Learning Partnerships

PROFESSIONAL DEVELOPMENT PROGRAM & AWARD COURSE
Subject Guide: 2014 Intake

COURSE NOTES

Assessment and Learning Partnerships (ALP)

Professional Development Program

Overview

The ALP program is delivered largely online and is two years in duration, this intake will commence on January 27 2014. The first year focuses on the activities of the Professional Learning Team (PLT) and the use of data and the second year focuses on implementation and sustainability. One of the advantages for schools participating in ALP Professional Development is the opportunity to participate in the [ALP research study](#), this is the final intake the research option will be offered. PLTs are assisted over the course of the two years by an online facilitator who provides reflective feedback to the team, facilitators also visit schools at key points of the course. Webinars, videoconferencing tutorials and briefings are also held over the course of each school year which provide a chance to update schools on the latest research, share experiences and provide feedback.

Subject Introduction

Professional Learning Teams

Program Description

This series of modules focuses on building the capacity of teachers to actively contribute to the learning of all students in the school. This will be achieved through the development of skills in professional collaboration, challenge, accountability and leadership. This will take place through the organisational unit of a PLT.

Teams will be guided in how to apply strategic thinking and data-driven decision-making to achieve agreed outcomes. Teams will undertake an analysis of the PLT development framework and examine how this developmental continuum relates to their PLT and their school context. Teams will develop the capacity to identify and target areas for PLT progress such as communication, decision-making, conflict resolution, extending the PLT knowledge base/pedagogical skills and the role of operating value systems.

Assessment for Teaching and Learning

Program Description

This series of modules investigates the integral role of assessment for teaching and learning.

Participants will develop a theoretical and practical understanding of the principles of assessment where the emphasis will be on purpose, data collection, and strengths and weaknesses of various approaches.

Assessment practices and how they can be used to improve learning outcomes at both the individual and school level will be explored. Participants will be exposed to a range of assessment purposes, evidence gathering procedures, interpretation frameworks, decision-making strategies, as well as recording and reporting formats.

Delivery Mode

The first year of the program will be completed over ten compulsory modules. Schools will also

receive visits and/or videoconferencing discussions from their online facilitator. The second year involves access to an additional 10 optional modules and their online facilitator.

Modules will be made available to teams each month and the entire first year program needs to be finished by the end date (19 December 2014). It is expected that each team will have a nominated leader who will be responsible for providing details to team members regarding how to log into the online learning system SOLE (the platform for the delivery of the modules).

While the course enables participating teachers teams to work through the sessions at their own pace, it is suggested that teams complete each module according to the course plan and schedule. This will ensure that teams get the most out of the course as well as ensure that the course is completed by the end date. The team will need to work collaboratively to make evidence-based teaching decisions for students.

Apply to Practice

Apply to Practice (A2P)

Each of the first ten modules has an exercise called an *Apply to Practice* (A2P) task attached to it. It is expected that all team members contribute to the completion of these tasks. All A2Ps are designed to assist teams in transferring the content of the course to their school environment. Each A2P must be submitted and feedback received before teams can progress to the next module. Suggested dates for each module can be found under the course plan information on the Student Online Learning Environment (SOLE).

Submitting A2Ps

A2Ps are submitted to the program facilitator online via SOLE.

<http://sole.commercial.unimelb.edu.au/>

For late submissions teams should liaise with their online facilitator to propose an alternate submission date. As A2P's are completed as a team, only one A2P is to be submitted for each team. The advantage of the team being responsible for submission is that it does not matter which team member actually submits the work on behalf of the whole team. Delays and late submissions ought to be eradicated using this method.

A2P Feedback

Feedback will be provided to teams via SOLE. The focus of the feedback will be in terms of developmental levels reached and it is designed to help a team's progression along the PLT developmental continuum. Upon completion of all first year modules each team member will be issued a Professional Development Certificate.

Sample Delivery Timetable 2014

YEAR 1 Collaboration and data use		
January/ February	Module 1	Introduction to ALP
February/ March	Module 2	Establishing an assessment baseline
March		Student testing (ARCOTS , ABLES or SWANS)
April	Module 3	Using a developmental model of learning
May/June	Module 4	Effective PLTs and the analysis of student learning data
June	Module 5	PLT culture and teacher learning
July	Module 6	Developing assessment practices
August	Module 7	Interpreting data to produce developmental progressions
September		Teacher research questionnaires (for schools participating in the research only)
October		Student testing (ARCOTS , ABLES or SWANS)
October	Module 8	Analysing ARCOTS data to look at student growth and test administration
November	Module 9	Using data to review classroom practices
December	Module 10	Sustaining and celebrating PLTs
December	Apply for entry into the Award course (Specialist Certificate in Leadership of Assessment Practice)	

YEAR 2
Analysing and linking change to data
Structures and PLT readiness Student assessment Analysis of change and reporting Interim use of rubrics onto progressions Reviewing progress Informal progress and student grouping Professional development Student assessment Linking pedagogy to change PLT culture & sustaining change

Enrolment Options

There are two options for schools to enrol in the ALP Professional Development Course.

1. **ALP Research Program: Professional Development, Student Testing and Teacher Feedback**, free for two years per PLT. The intake starting in January 2014 is the last intake that the research option will be offered.
 - a. Principals who wish for teams in their school to take part in the research option need to provide consent for their school to participate and must brief their teams on the research requirements.
 - b. Research participation includes: PLT members assessing their students using the ARCOTS testing system **and** PLT members completing a range of online questionnaires or instruments in areas of PLT functioning, metacognition, beliefs and attitudes, classroom practices and knowledge. Questionnaires are completed in one month during the course and total no more than approximately one hour per

year. The research instruments are set up to provide instantaneous feedback to teachers in the form of a confidential report mapped back to a developmental progression. This feedback is also valuable for self-monitoring purposes.

- c. Data from school, PLT, teacher and student levels are included in the research study from schools who wish to take up this option.
- d. Teams are free to withdraw from the research at any time and will be charged the standard enrolment fee as described below.

2. **ALP Professional Development** – for teams not participating in the research option.

Enrolment includes access to professional development materials, the ARCOTS testing system and access to an Assessment and Learning Partnerships facilitator.

- a. **Early-bird enrolment option (enrol by 01 December 2013)**, \$1500 (plus GST) for two years per PLT. Subsequent teams (3 teams or more) will receive the program at half-price.
- b. **Standard enrolment**, \$1800 (plus GST) for two years per PLT. No further discounts apply for multiple teams. Standard enrolment fees will be charged where a team withdraws from the research during the course of the program.

Program Administration

Withdrawal and census date

The census date for this program for 2014 is **March 7 2014**. By this time all enrolment details must be finalised. Invoices will be sent to schools not undertaking the research option on this date.

ALP Professional Development

Teams may withdraw at anytime, however Principals and team leaders should be aware that the school **will** still be liable for program fees after the census date has been reached.

ALP Research Program

Teams may withdraw from the research, however Principals and team leaders should be aware that the school **will** still be liable for standard enrolment fees after the census date has been reached.

Reference List

Reading and online lecture materials will all be available through SOLE. Each module will have relevant reading materials for the content and will be available to download. These will be available for the entire two years of the program.

Key Dates

ALP PD enrolment deadline: Friday 20 December 2013

Full course pack emailed to participants: Friday 24 January 2014

Course commencement: Tuesday 28 January 2014

Census date: Friday March 7 2014

Course completion: Tuesday 18 December 2014

The Award Course

Specialist Certificate in Leadership of Assessment Practice

(credit towards a Masters of Education at the University of Melbourne)

The University of Melbourne offers the **Specialist Certificate in Leadership of Assessment Practice**. This course builds upon professional development initiatives. It reflects the commitment to support the building of knowledge and capacity of both leaders and teachers to effectively use assessment data in identifying the learning needs of students.

Enrolment in the award course will be possible following completion of the professional development program. Completion of the award course will be based on an assessment of the knowledge and skills acquired as a result of participation in the professional development program based on recognition of prior learning (RPL).

Enrolment in the award course is on an individual basis, not on a team basis. Candidates will have complete access to the online materials and a facilitator prior to submitting the assessment.

The cost for the award course is \$1900 (GST exempt) for each of the two subjects.

Course Objectives

The course aims to:

- Raise the profile of assessment leadership across schools
- Further enhance the capacity of assessment leaders
- Improve learning outcomes for students within all schools
- Provide a resource for school principals to ensure learning and teaching is focused and responsive to students' learning needs and readiness to learn.
- Acknowledge experienced leaders and extend their capacity for assessment leadership.
- Empower teachers through the appropriate use of data to enhance teaching and learning

Course Structure

The Specialist Certificate in Leadership of Assessment Practice consists of two subjects, 12.5 points each (25 points).

EDUC90585 Leading a Professional Learning Team 12.5 pts

- This subject will focus on the development of the skills of an experienced Instructional leader in promoting an environment which effectively contributes to the learning of all students in their school, through a culture of collaboration, challenge and peer accountability.
- The subject will guide students in how to mobilise and energise others by applying strategic thinking and the use of data driven decision making to the building of relationships and the achievement of agreed outcomes through the Professional Learning Team (PLT).

EDUC90586 Assessment for Teaching and Learning 12.5 pts

- This subject investigates the integral role of assessment for teaching and learning.
- Students will develop a theoretical and practical understanding of the principles of assessment, where the emphasis will be on purpose, data collection and strengths and weaknesses of various approaches.

- Assessment practices will be explored and how they can be utilised to improve learning outcomes at both the individual and school level. Students will be exposed to a range of assessment purposes, evidence gathering procedures, interpretation frameworks and decision-making strategies.

Assessment

The assessment tasks are underpinned by the content covered in ALP Professional Development program. Award participants will have access to all ALP modules for the purpose of completing their assignments.

Structure

100%: Two written reports of 2000 words each.

Hurdle: A presentation (including 500 word abstract).

Key Dates

Award Participant Enrolment Deadline: Friday 31 January 2014

Full course pack emailed to participants: Friday 14 February 2014

Census date: Friday March 7 2014

Course Commencement: Friday 21 February 2014

Final presentations: June 2013 (final dates to be advised)

Due dates for assessment completion

The presentation is a synthesis of the learning achieved from participation in the ALP PD course and the two written reports. The presentation is to be delivered in June 2013 (date to be advised).

Withdrawal and census date

The census date for this program for 2014 is **March 7 2014**. By this time all enrolment details must be finalised and invoices will be sent to participants.

Key contacts and further information for ALP PD and the Award Course

Please note, all A2P tasks and assessment items need to be submitted online through SOLE. To enrol in either of the programs please contact the Project Coordinator listed below.

Program Coordinator

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ALP website: <http://education.unimelb.edu.au/arc/projects/current/alp>

ALP blog: <http://assessmentlearningpartnerships.weebly.com>