

# Growth to Achievement: on-demand resources for teachers

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A central finding of the *Review to Achieve Educational Excellence in Australian Schools* (the Excellence Review) was that learning progressions can help teachers tailor their teaching to support students' achievement through continuous learning growth. Aligned, online and on-demand assessments, combined with professional learning and resources, will aid the use and interpretation of learning progressions in order to maximise the learning growth and attainment of every student every year.

The Commonwealth Minister for Education and Training has established an expert reference panel to shape a shared vision for this important work and provide advice on how to take it forward. The reference panel has been asked to prepare a concept paper that includes:

1. a clear **vision, expected benefits and outcomes** of learning progressions and online formative assessment for Australian teachers, school leaders, students, parents/carers and school systems;
2. identification of the **key considerations/principles** for the design and development of Australian Curriculum learning progressions and online formative assessment that meets the needs of the teaching profession; and
3. high-level **options for the development and implementation** of an approach to Australian Curriculum learning progressions and online formative assessment, including advice on how to engage the teaching and school leadership profession and immediate next steps to progress this work.

## Vision, expected benefits and outcomes

A significant difference between previous reports and reviews of teaching, learning and assessment and the Excellence Review is that it presents a compelling argument and opportunity to support targeted teaching by recognising, sharing and building on good practice. It recognises that Australian educators<sup>1</sup>, schools and systems have both the capacity and expertise to be more adaptive in their focus on assessing and promoting learning growth as well as attainment.

The emphasis of the Excellence Review is on 'growth to achievement' – that is, on raising levels of achievement in Australian schools by working to ensure that every student makes ongoing progress in his or her learning.

The vision for more effective classroom teaching and assessment practices will be made possible by the provision of on-demand, quality resources and aligned professional learning. This vision aligns with the strategic priorities of ACARA, AITSL and ESA whose shared purpose is to support effective teaching and learning practices aimed at improving student outcomes through effective and well-supported teaching practice.

The Excellence Review envisaged adopting, adapting and creating resources to better inform educators when they 'diagnose a student's current level of knowledge, skill and understanding, to identify the next steps in learning to achieve growth, and to track student progress over time against a typical development trajectory', regardless of an individual student's age, year level or starting point. Educators are already engaged in assessing and analysing student learning to maximise progress and attainment. The Excellence Review proposed that all educators and students have the opportunity to access both current and new assessment, teaching and professional learning resources that are mapped to progressions of learning and support tailored teaching and learning.

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<sup>1</sup> The term *educators* in this paper is used to describe teachers and school leaders

## **A Vision – Why this work will be important**

### **Australia has an opportunity through this work to redesign teaching, learning and assessment so that:**

Educators across Australia have improved capacity to establish and understand where individual students or groups of students are located in their long-term progress in an area of learning.

Educators are easily able to establish students' current levels of attainment, diagnose individual strengths, weaknesses and any gaps in learning so they can monitor learning progress over time.

Educators will have new opportunities to engage in collaborative practice within and between schools and systems.

Educators have access to on-demand resources with suggested links to worked examples and lesson plans outlining optimum next teaching and learning steps for each student.

Educators have the flexibility to create their own assessment instruments by drawing on existing quality assessment tasks specific to what they are teaching and to individual students. This can be done in real time with immediate feedback to support minute-to-minute, week-to-week and month-to-month decision making.

Educators have a shared platform to learn actively together via online assessment resources to better understand how students learn. This will support conversations with colleagues, provide opportunities to build expertise and establish ways of taking collective responsibility for learning progress and the development of improved assessment practices.

Educators have access to purpose-designed professional learning aligned with the proposed classroom resources that are focused on the interpretation, evaluation and moderation of teacher judgements and responses within and across schools.

Students have the agency to reflect on where they are in their learning progress, including their strengths, knowledge, capabilities and skills, and the capacity to monitor and articulate the progress they are making in their learning over time.

Parents and carers have the opportunity to understand how their children learn and progress. There are more meaningful and targeted conversations with teachers to enable greater understanding of and engagement in children's learning to enable parents and carers to support their growth and development at home.

Principals and school leaders have the opportunity to opt-in and may choose to identify the online assessment resources that will best inform the focus of their school's teaching and learning, assessment and professional learning practices, programs and learning culture.

Four principles of practice underpin this vision:

1. *Learning is maximised when students are provided with appropriate teaching and learning opportunities.*

Optimum learning occurs with teaching that provides learning opportunities at an appropriate level of challenge for individual learners. More specifically, learning is maximised by providing challenges that, while they are beyond learners' comfort zones, are not so far beyond that students lack the prerequisite knowledge, skills and confidence to engage effectively. Both the development of learning progressions and the assessment tools can inform, enable, and be used by students as a key part of their own learning, and assist teachers educate students to have greater understanding of their own progress to achievement.

2. *Quality evidence about where individual students are in their learning enables teachers to target their teaching effectively.*

Australian teachers already use a range of assessment tools and strategies to tailor teaching to students' strengths, levels of readiness and learning needs. Further enhancement of these will improve the evidence available to teachers and support them to improve their capacity to use this evidence. This includes understanding where students are in their learning, the difficulties they may be experiencing, their expected learning trajectories (recognising that there is significant variability in individuals' levels of attainment and progress), and how to respond to the evidence to subsequently improve each student's learning. Greater equity in school education depends on identifying and meeting the learning needs of each student, regardless of their background or circumstances, age or year level. The proposed resources will complement teacher observations of their student work and performance, especially observations made during day-to-day teaching. The resources are to support all students. This includes students with disability and additional learning and support needs, English as an additional language or dialect students, and consideration of accessibility to the online resources, recognising diversity in students and school contexts.

3. *A sound understanding of typical and expected trajectories of learning is a prerequisite for establishing and diagnosing where students are in their learning.*

A learning progression provides a frame of reference for establishing where each student is in their learning and for monitoring growth over time. It is an empirically based map of typical progress in an area of learning that describes and illustrates increasingly sophisticated understandings, increasingly deep knowledge and increasingly advanced skills in that area. It provides a picture of how progress in a learning area occurs in practice for most students.

4. *Professionally designed and developed assessment resources can provide valuable assistance to teachers in assessing, diagnosing and monitoring student learning.*

Well-designed assessment resources can assist teachers to more easily establish and understand where individual students are in their learning and to diagnose student errors, gaps and misunderstandings. Such resources need to be designed to complement a teacher's broader classroom assessment processes.

Consistent with the recommendations of the Excellence Review, work needs to be undertaken to develop:

- **learning progressions** – that describe the common development pathways along which students typically progress in their learning over time, regardless of age or year level. They describe the skills, understanding and capabilities students acquire as their proficiency increases in a particular area, so teachers can identify the stage of learning reached, identify any gaps in skills and knowledge and plan for the next challenging but achievable step to progress learning.
- **assessment resources** – on demand and easy to administer and interpret resources that provide teachers with additional information about the points students have reached in their learning, specific difficulties they are experiencing, and learning growth over time. They should be able to be used to

assist in making formative and summative interpretations about student progress to achievement. The assessment resources, that are quality assured and linked to the Australian Curriculum, should link to new and existing teaching resources to recommend ‘what’s next’ for teachers.

- **high quality professional learning** – that is focused on the use of assessment resources to plan for better teaching and learning in a range of school contexts. The design features should ensure capacity building, improved practice, collective efficacy and responding to the impact of the evidence collected on learning progressions, assessment tools, resources and implementation strategies used in different school contexts.

## Key design considerations/principles

### *Learning Progressions*

The concept of progress (or growth) is a fundamental concept underpinning every area of the school curriculum. All curricula are designed to develop increasingly deeper knowledge in a learning area, increasingly sophisticated understandings, and increasingly advanced and self-regulated skills. In key areas of the school curriculum, higher levels of knowledge, understanding and skill are expected to develop progressively across the years of school.

Curriculum sequencing and decisions about when content is introduced have traditionally been driven by ‘scope and sequence’ statements and often reflect conventions established over time. While such statements have utility, they rarely acknowledge the possible different starting points of learners or different ways to attain and demonstrate success and, most importantly, they are rarely based on analyses of how students actually progress in their learning in each domain, subject or capability. Across the world, there are many such scope and sequence statements, and there is huge variability in the claims made for them, even within the same curricular domain or subject.

In contrast, a ‘learning progression’ as described in the Excellence Review is based on an analysis of how learning typically develops in a particular curricular domain – that is, how students actually progress in their learning. As Corcoran, Mosher and Rogat (2009)<sup>2</sup> explain, learning progressions of this kind are ‘descriptions of the successively more sophisticated ways of thinking about an important domain of knowledge and practice that can follow one another as students learn about and investigate a topic over a broad span of time’. This emphasis on ‘sophisticated ways of thinking’ is reinforced by Wilson (2012)<sup>3</sup> who argued that this form of progression ‘is deliberately broad, allowing a wide possibility of usage, but, at the same time, it is intended to reserve the term to mean something more than just an ordered set of ideas, curriculum pieces, or instructional events. ... The learning progression should describe *progress* of each student through a series of levels of sophistication in the student’s thinking.’

Our recommended method for constructing a learning progression is to analyse students’ performances on assigned assessment tasks and to calibrate these tasks on a numerical scale based on students’ success rates. That is, start with evidence of how students actually progress. When large numbers of tasks are calibrated on a scale in this way, they provide a basis for developing generalised descriptions of increasing proficiency levels. This method has been used by the Australian Council for Educational Research (ACER) to construct ‘learning progressions’ in reading and mathematics.

ACER’s reading learning progression (Figure 1) consists of 14 levels of increasing reading ability – from early pre-reading skills, through decoding skills, locating information in text, to advanced abilities to understand

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<sup>2</sup> Corcoran, Thomas B.; Mosher, Frederic A.; and Rogat, Aaron. (2009). Learning Progressions in Science: An Evidence-Based Approach to Reform. *CPRE Research Reports*. Retrieved from [http://repository.upenn.edu/cpre\\_researchreports/53](http://repository.upenn.edu/cpre_researchreports/53)

<sup>3</sup> Wilson, M. (2012). Responding to a Challenge that Learning Progressions Pose to Measurement Practice: Hypothesized Links between Dimensions of the Outcome Progression. In Alonzo and Gotwals (eds.), *Learning Progressions in Science: Current Challenges and Future Directions*. (pp. 317-343). Sense Publishers, Rotterdam.

linguistically complex texts. The reading progression was built from an analysis of students' performances on a range of reading tests, including the *Progressive Achievement Tests (PAT-R)*, and identifies four different but related kinds of reading skills that develop through the 14 levels. These 14 levels provide a frame of reference for establishing where students are in their reading development, interpreting individuals' levels of attainment in terms of the kinds of reading skills they are in the process of mastering, and monitoring reading growth over time.

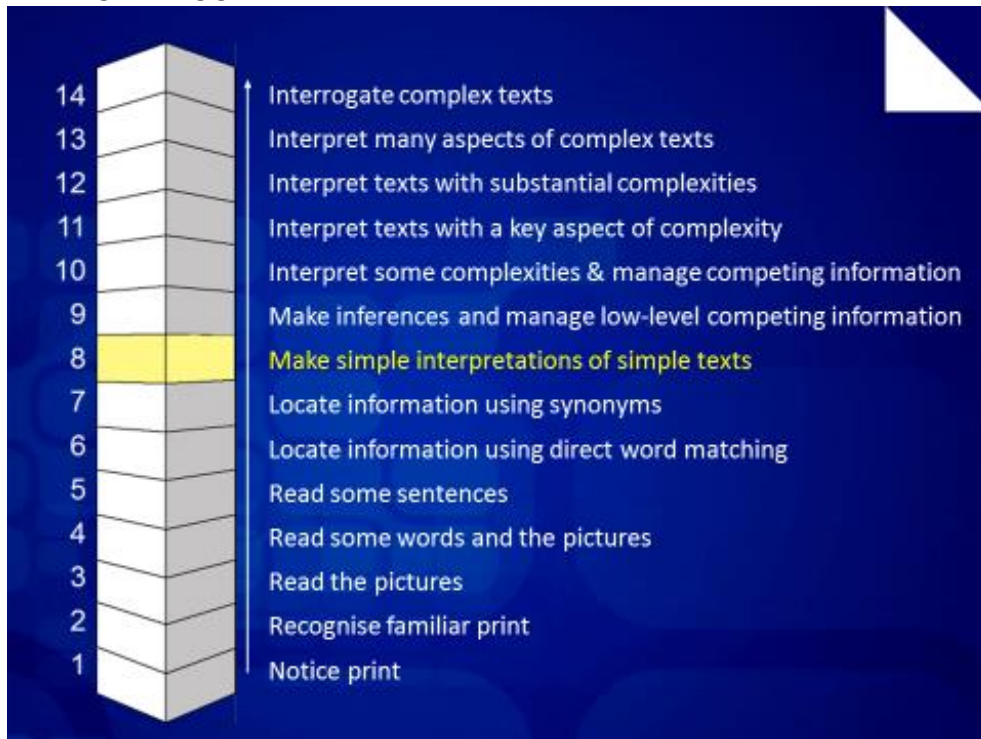


Figure 1. An example of a learning progression for reading, showing proficiency level labels only (Australian Council for Educational Research).

Another method working from student evidence to progressions is illustrated by the *Brightpath* resources, which use pairwise comparisons of student work samples supported by descriptions to calibrate exemplars on a scale of increasing proficiency (Figure 2). Teachers then make judgements about where student work stands on the scale in relation to the exemplars (Heldsinger & Humphry, 2016<sup>4</sup>). When large numbers of student work samples are calibrated on a scale in this way, they provide a basis for developing generalised descriptions of levels of increasing writing skill that transcend the details of the individual writing samples on which they are based. In this way, a general 'learning progression' in writing is developed.

4 Heldsinger, S., & Humphry, S. (2016). What's happened to teacher professional judgement? *Education Today*, Term 3, 36-38.

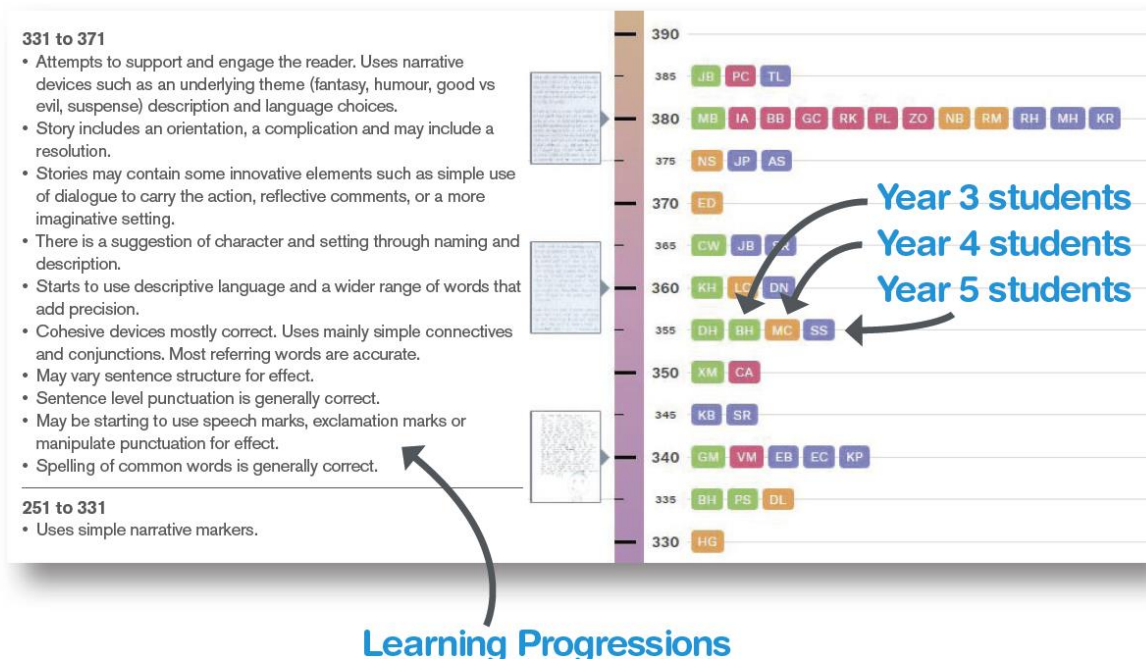


Figure 2. An example of a scale for student writing (Brightpath, Heldsinger & Humphry, 2016)

Another way to develop progressions is to devise 'scope and sequence' claims and then back map them to student assessment information. For example, The Australian Curriculum, Assessment and Reporting Authority (ACARA), in partnership with the NSW Department of Education, has developed detailed learning progressions in literacy and numeracy. Each progression is divided into sub-elements that 'give a detailed description of the typical developmental path in particular aspects of literacy and numeracy'. They were then back mapped to NAPLAN results. The ACARA learning progressions provide greater detail than the current literacy and numeracy continuums and are designed to identify literacy and numeracy behaviours across all Australian Curriculum areas. They are evidence-based, linked to the Australian Curriculum and extend from Foundation to Year 10. The progressions do not describe what to teach; but they provide a detailed map of how students become increasingly adept in particular aspects of literacy and numeracy development.

There are also progressions developed in a similar manner for some of the capabilities in the Australian curriculum. For example, the Victorian Curriculum and Assessment Authority (VCAA) has developed progressions for critical and creative thinking.<sup>5</sup>

These Australian examples illustrate some key design features and intended uses of a learning progression:

- designed to describe and illustrate what it means to develop increasing competence (proficiency, expertise, sophistication) in an area of learning;
- built or validated from a careful analysis of students' responses, performances and/or work and so primarily empirically based;
- provides a long-term picture of progress, usually across multiple years of school, recognising that students can be at very different stages in their learning and progressing at different rates;
- can be divided (somewhat arbitrarily but conveniently) into 'levels' of increasing proficiency that function as signposts or steps along a typical development trajectory;

<sup>5</sup> [www.victoriancurriculum.vcaa.vic.edu.au/critical-and-creative-thinking/introduction/scope-and-sequence](http://www.victoriancurriculum.vcaa.vic.edu.au/critical-and-creative-thinking/introduction/scope-and-sequence)

- identifies sub-areas of learning ('elements' or 'strands') for which growth can be described and illustrated;
- is designed to establish the level a student has attained in their learning and to monitor student progress over time; and
- provides a frame of reference for identifying and supporting the learning of students who may be on atypical learning trajectories.

The method we recommend starts from analysing data from students and then devising learning progressions, rather than devising progressions and back mapping them to student data. The former method allows for more accuracy as to how students actually progress, allows for an appropriate level of granularity in the more common learning pathways, and allows a focus on the major paths as well as the depth of understanding at various points in the pathways.

While the Australian Curriculum specifies what students need to learn, learning progressions describe the pathways along which students typically progress, and so are capable of underpinning and informing curriculum sequencing. It is also important to understand that a learning progression is **not**:

- an alternative to a curriculum
- a scope and sequence statement
- based primarily on adult beliefs about the sequence in which students do or should learn
- an attempt to specify the exact sequence in which every student learns
- an instructional sequence that teachers are expected to follow and tick off.

In the design of learning progressions, the risk that some users might interpret progressions as fixed steps, ceilings or limits needs to be understood and addressed from the outset.

#### *Assessment Resources*

Assessment is a process of establishing and understanding where students are in an area of their learning at a point in time. This usually requires gathering evidence about what individual students know, understand and can do as a basis for drawing conclusions about the stages they have reached in their learning and the progress they have made. This is essential information for identifying next steps in teaching and learning and for evaluating the success of learning and teaching.

Teachers already use a wide variety of evidence, methods, tools and processes to assess student learning. These include assessments such as day-to-day observations of participation and learning behaviour in class, student work, performances on teacher-made assignments, projects, class presentations, tests and examinations. Teachers use information from classroom assessments to inform teaching and learning and to evaluate the extent to which students have learnt what has been taught.

Currently, effective assessment practice can be time consuming and have limited reliability to accurately judge achievement and progress. There are also relatively few tools capable of effectively measuring student learning progress.

The resources being proposed here will assist teachers to establish where students are in their long-term learning progress, what progress they have made, what their current strengths and weaknesses are, any gaps in their learning, and what would be the appropriate yet challenging next steps in their learning. This requires a reference to what long-term progress in a learning area looks like – that is, a learning progression. The result of such an assessment process is not a percentage or grade based on a body of taught content, but an indication of the proficiency level a student has reached in their ongoing learning.

While there is no shortage of classroom assessment tools, including online, on-demand tools, there are relatively few tools aligned with well-constructed learning progressions and capable of providing

information about the points students have reached in their learning and the growth they have made over time. The *Brightpath* resources and *Progressive Achievement Tests* mentioned above are among widely-used exceptions.

The proposed resources will add to and integrate with assessment tools currently available to teachers. The primary purpose for developing and designing assessment resources aligned with learning progressions is to provide teachers with immediate, specific feedback that is easily interpreted, and quickly and efficiently supports them in identifying the most appropriate teaching strategies or resources. This information will complement teachers' own assessments of student attainment and progress and form part of their professional judgements and decision making about student learning. Opportunities for ongoing professional learning will be fundamental to ensuring that such information is correctly understood, interpreted and used to make more informed decisions.

Assessments of student attainment and progress will help teachers to clarify and share learning intentions and criteria for success, provide feedback that moves learners forward, support students to be informed about their own learning, and combine information about the process, capabilities and motivations for learning.

The intended uses of the proposed assessment resource require a number of design features. In particular, the resources should:

- be voluntary. This necessary requirement will ensure teachers are at the centre of design and place the onus on providing worthwhile professional learning and resources that educators in schools will choose to use
- provide information that can be readily used by teachers to draw conclusions about the points individual students have reached in their learning
- be teacher led and easy to use. Educators decide what types of assessments would best suit their needs and make selections based on their knowledge of students and what is being taught, leading to the location, recommendation or building of appropriate assessment resources
- deliver immediate results via easily interpreted graphical reports that provide educators with data that can be filtered to meet their purposes (individual reports, class reports, schools like mine, all schools). Reports will depict where students are in their learning, what their gaps are, and what progress has been made
- be central to teaching and learning – gathering reliable information that can be used by educators within and across schools to maximise their impact over time
- better inform point-in-time judgements about student attainment that assist in making decisions about the next steps in instruction
- help to triangulate judgements of and about learning to inform the basis of worthwhile forms of reporting to students and parents
- start with the reports that inform educators and students about attainment and progress, and ensure that these reports are both understood and designed to lead to actions;
- complement and, where possible, incorporate assessment resources that educators already use; and
- as far as possible, allow assessment information to follow students throughout their school years.

The proposed online assessment resource would **not** be:

- a replacement for NAPLAN – which serves a different purpose, including school, system, sub-group and national monitoring



- a single test – although tests could be formed from a data base of items and tasks and tailored to the specific purposes and content that a teacher is teaching
- a replacement for the assessment resources currently available in systems and used by schools
- a summative grading system or a replacement for A to E grading
- an alternative to the curriculum – noting that, over time, evidence about how learning develops in practice could inform future curriculum refinements
- a data monitoring/reporting tool that could be used to make comparisons across schools.

**Professional learning for teachers and school leaders**

The success of the initiative will hinge on the assessment capacity of teachers as described in the *Australian Professional Standards for Teachers* and the change management capacity of school leaders in relation to key instructional and professional learning practices as described in the *Australian Professional Standard for Principals*. Educators will need to be skilled and confident that they can use the learning progressions and resources to improve teaching and learning.

High quality professional learning for both teachers and school leaders should:

- be relevant and future-focused in its design and modes of delivery
- give opportunity for learning in schools and professional networks. This would include support for collaboration within and between schools to reflect on, question and consciously improve collective understanding and capacity
- provide an understanding of the intent of progressions
- provide understanding of what on-demand assessments are and that assessment resources are for understanding and guiding student learning, not an assessment package; be aligned with resources and focused on how teachers can use the progressions and assessment for student learning; and show how to give students agency in their learning
- focus on evidence and research about effective assessment and feedback practices as well as the interpretation and use of assessment information
- use evidence informed change management processes to effectively implement learning progressions, assessment resources and professional learning
- enable teachers and school leaders to identify the varied levels of support they and their school teams will want to access. Professional learning resources should include tools for teachers and school leaders to use to determine their current capacity and future needs
- recognise that there are varying levels of expertise within the profession and adapt professional learning resources to need. Particular consideration should be given to new and beginning teacher support.
- include, at a minimum, professional learning resources that address one or more of the following areas:
  - Define requirements and select or build assessments to be used as part of instruction
  - Develop understanding and the capacity to interpret reports generated by the new online assessment resources to make valid interpretations of student learning progress and provide feedback that will support growth
  - Use evidence to differentiate teaching for all learners

- Use assessment data and reports to track and respond to student/class growth and achievement (noting there would be clear guidelines around data access/storage and privacy concerns)
- Include guided professional conversations about their practice, the evidence of learning and the best next steps in teaching
- Overcome barriers and maintain or develop support structures/processes for teachers to take collective responsibility for student learning progress
- Engage students, parents and the school community and manage the change process effectively.

## Next steps

### *Options for development and implementation*

In order to take the vision forward, there are several streams of work that should be pursued. An initial mapping, stocktake, and analysis of existing learning progression work and progressive assessment resources should be undertaken, followed by the development of a proof of concept that brings together the development of high quality learning progressions with resources and professional learning.

#### *Learning Progressions –building on work already underway*

The Excellence Review noted that education ministers agreed in 2015 to collaborative action to develop national literacy and numeracy learning progressions and that these had now been advanced by ACARA in partnership with the NSW Department of Education. The Review also noted that ACER, in partnership with the UNESCO Institute for Statistics, had drafted learning progressions in reading and mathematics. The Review recognised these developments as important steps forward and urged that they ‘be followed by further development, leading to the adoption of learning progressions in schools across Australia’. ACARA and ACER have established a memorandum of understanding to share experiences and progress in developing these learning progressions with a view to enhancing what has been developed to date.

While it seems the focus of learning progression work has been on literacy/reading and numeracy/mathematics the *Brightpath* resources include progressions in oral language development, music, the arts and science investigation. Consideration should be given to existing work and early work on learning progressions in Science, drawing on the NSW *Validation of Assessment for Learning and Individual Development (VALID)* online assessments (and the earlier ESSA assessments); the *National Assessment Program Science Literacy* assessments; the *Progressive Achievement Tests in Science*; and the VCAA development of critical and creative thinking.

#### *Mapping existing approaches and resources*

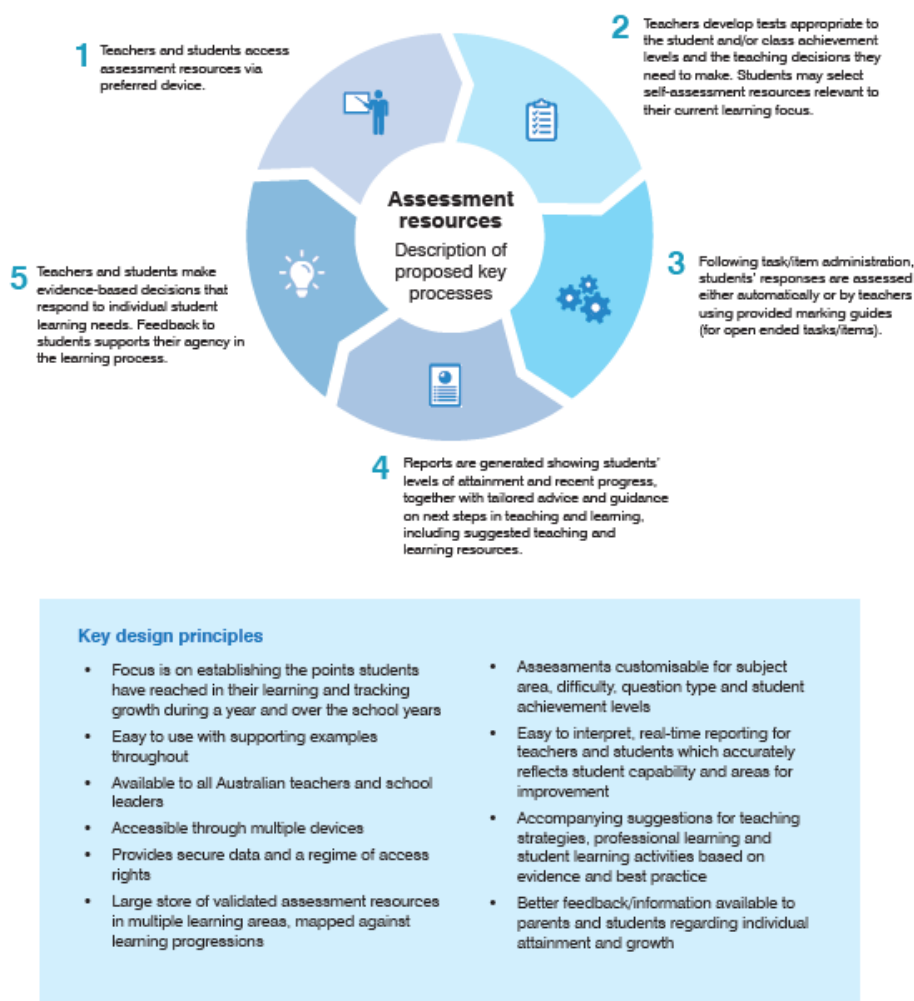
Given the work that has already been undertaken by ACARA, ACER, *Brightpath*, states and territories and others, the first component of the initiative should be to map and determine the effectiveness of existing national, system and provider developed learning progressions and assessment resources in use in Australia and internationally.

Mapping should include links to the Australian Curriculum including the ACARA capabilities; evidence-based design and level of detail; learning areas / general capabilities covered; linked assessments; reporting; evaluation and lessons learnt, including any evidence of improvement; best practice examples with the aim to identify opportunities to build on existing effort and approaches. The mapping should also include international best practice and include mapping the ACARA and ACER learning progressions together to look at commonalities and differences.

Simultaneously, the national learning progressions should be examined to identify and understand: the current use of progressions; usefulness for teachers; issues with their use including how they could be improved; and the lessons learned from use and implementation of existing resources. This may include evaluating the types of professional learning used to support implementation. This would help establish the potential impact of supporting conversations between teachers to act on information, to collectively develop capacity and support school leaders to establish appropriate structures and overcome barriers to embed this practice in schools.

### Online Assessment Resources

The Excellence Review included details of a proposal for an online assessment tool submitted by the Australian Institute for Teaching and School Leadership (AITSL), Figure 3.<sup>6</sup>



Source: An adaptation of an image adapted from KPMG (2017). Understanding progress to improve teaching: A tool for teachers and school leaders, Business Case, AITSL: Melbourne, unpublished.

Figure 3. Proposed process and description of key procedures for online assessment resources

Students can, and should, be included in this process. Learner agency will be particularly important as students transition from the primary years to the senior secondary years.

<sup>6</sup> Adapted from the figure in *Through Growth to Achievement: The Report of The Review to Achieve Educational Excellence in Australian Schools 2018* (pp 65) <https://www.education.gov.au/through-growth-achievement-report-review-achieve-educational-excellence-australian-schools-faqs>

### ***Proof of Concept***

Following the mapping exercises and the evaluation of the implementation of the national learning progressions, a proof of concept for the integrated project should be developed to test a new online assessment resource or platform. It is vital that any new development does not replicate existing tools (e.g., *Brightpath* assessments, *Progressive Achievement Tests*) and supports alignment to a common, agreed standard.

It is also important that any new resource is informed by a review of best practice in developing assessments that educators find worthwhile to inform their teaching and their learning (e.g., information about how students are processing test items, and information about the depth of processing used).

The new resource must be developed and designed with the highest levels of involvement and leadership from teachers and school leaders. Practising educators should be actively engaged as co-designers and co-developers (along with curriculum and measurement experts) in the development of learning progressions and related assessment resources.

As national sector leaders in education reform, AITSL, ESA and ACARA are uniquely placed to each contribute their specific capabilities, experience and sector knowledge to this project. A clear next step is for the three agencies to work together to develop a Proof of Concept.

The proof of concept would include comprehensive market research, cost benefit analysis, identification of existing resources and jurisdictional approaches and implementation options. It will be progressed through usual Education Council processes.

### ***Stakeholder engagement***

Critical to the successful implementation and adoption of these resources will be the effective engagement with teachers, principals, faculties of education, state and territory education departments, unions and the non-government school sector. Given the key focus of the proposed assessment resources is to provide practical and voluntary resources to improve teaching practice (rather than enhance accountability), the project leader(s) (reporting to the oversight group) will require strong relationships with the sector, demonstrated expertise in developing guidance for teachers, and proven capabilities in the development of online assessment resources.

State and territory governments play a critical role in ensuring the success of this project. These systems will be required to contribute to the development of the progressions and assessment resources to ensure they are relevant and applicable within and across jurisdictions and align with their current initiatives. Assistance in socialising the progressions and assessment resources and facilitating the delivery of evidence informed, high-quality professional learning will be critical to their successful uptake and use by teachers and school leaders.

Our advice is that development be undertaken in stages, with robust project management that includes comprehensive market research, engagement with teacher and principal organisations, focus group testing and a pilot to test implementation and to ensure value. Effective engagement with the teaching profession throughout the entire process is imperative for success, with a strong change management strategy required to ensure all stakeholders have a shared understanding of what can be delivered and see value in this work going forward.

### ***Establish effective project oversight and management***

An oversight group should be established to guide the project to deliver on the vision and ensure it achieves the intended outcomes. The group should be based on the principles below, with a single point of

accountability, and decision-making activities assigned according to organisational skills and strengths. This structure should be agreed through Education Council. In addition, a project management office should be established to provide strategic management of the integrated cross-agency project.

The overarching project oversight arrangements should provide:

- independent expert oversight, with accountability for cohesive and integrated implementation across the project work streams - learning progressions, assessment resources, teaching resources and professional learning for teachers
- well-conceived and considered project design – including key features and project quality control – drawing on comprehensive and targeted stakeholder engagement, particularly with the teaching profession and state and territory education authorities
- agile and responsive decision-making, informed by human-centred design processes, that supports timely and effective project delivery by participating national education agencies
- oversight and monitoring of the design, development and implementation of the communication, engagement and change management strategy to support the project
- robust project management, including risk management and reporting arrangements, with clear and agreed milestones and deliverables
- membership that reflects expertise in relevant fields (teacher and principal expertise, project management, education policy implementation, professional teaching practice, curriculum development, assessment and IT solution design), with limited numbers (i.e., less than 10) to support efficient operation and decision-making
- consideration of the first areas for development, such as literacy, numeracy/mathematics, critical and creative thinking, and at least one other curriculum area (e.g., science or history); and oversight of pilot implementations of the learning progressions and the related on-demand assessment resources. The rollout of the literacy and numeracy progressions and associated assessment resources should be reviewed and recommendations for a new phase of implementation aligned with this concept paper developed and delivered.

### **Conclusion**

If this proposal is effective, the teaching profession will have access to a wider range of quality assessment resources that are capable of informing and guiding teaching and learning by identifying the points students have reached in their learning and monitoring the learning progress they make.