

LFA3 MAKING SENSE OF THE EVIDENCE: KEY POINTS

What have we learned about...

The extent to which our moderation practices support development of accurate teacher judgements against standards?

What has been revealed about the learning needs of our colleagues that need attention?

What can we do as leaders to support our colleagues to make more accurate judgements against standards in a re-imagined reporting process?

What are some possibilities in this space that interest us, both now and in the longer-term?



How might we engage our communities with these possibilities?



Summary of implications for action if we are to strengthen teacher judgements against standards to inform more meaningful reporting:

In the Short Term

In the Long Term

