



Edinburgh College
**VCE Partnership
Policy 2022**

Purpose of this Policy:

VCE Partnerships form an integral part of the VCE program at Edinburgh College. As such we recognise the importance of setting up such relationships with professionalism to achieve best results for our students.

We firmly believe that a well run partnership with clearly identified expectations can be a benefit to both schools, offering students the insight and experience of two teachers and building professional networks between staff to the benefit of improved best-practice teaching.

To assist this partnership to run smoothly and to the best advantage of all involved we endeavour to make clear the expectations of all parties involved – this can be found in the 'VCE Partnership Letter'. It is our hope that whilst this document may not fully cover all potential experiences of partnership that it establishes the type of cooperation that we hold as best practice.

Policy:

In no way should this policy be seen to be in contradiction or competition to VCAA. All VCAA rules and regulations should always be upheld and all suggestions of best practice implemented so far as practical.

VCAA Policy:

Any school with fewer than five enrolments in any Unit 3 & 4 study is required to form a small group partnership with another school for the purpose of statistical moderation of School-based Assessment. Schools with small groups must initiate the formation of the partnerships and ensure that it operates effectively. If problems are encountered, the Student Records and Results unit may be contacted for advice.

An important aspect of the successful implementation of the Small Group partnership process is the level and consistency of interaction between schools. Schools may use any method of interaction which is appropriate. These include telephone, post, email, and face to face meetings.

Schools must keep copies of the following documents at the school

- Single list of cross marked scores for all the students in the partnership (from all schools involved)
- A copy of the partner school's VASS printout of the assessments for all school-based assessment tasks

- VCAA partnership agreement form signed by the school principal of each school involved in the partnership. Each school is required to keep their own copy of the completed form
- A list of dates of meetings/contacts between schools
- A copy of agreed assessment criteria

Best Practice

The VCAA expects that participating teachers will follow best practice when conducting partnerships. Best practice would include:

- School principals being informed of the initial formation of the partnership, the ongoing maintenance of the partnership and the resultant cross-marked school-based assessment scores
- School principals being informed of any conflict that may arise and the measures taken to resolve any issues
- Teachers in the partnership making contact as early in the school year as possible and keeping written records of meetings, telephone calls, e-mail and any other appropriate interaction
- The initial meeting covering the requirements of the study design, chosen assessment tasks and the assessment criteria for each task or outcome. Teachers are also required to agree on the procedures for ensuring comparability of assessment tasks and the schedule and marking schemes of any tasks to be done in common
- Each school marking their own students work and selecting student work for cross marking
- Each school entering the scores for its own students on VASS
- Each school sending a copy of the VASS printout of the assessments for all school-based assessment tasks to their other school/s to verify that scores have been entered correctly

Excerpt only. For more information visit: [Formation of Small Group Partnerships for School-Based Assessment](#)

Edinburgh College's Best Practice commitment:

- In all partnerships EC shall only enter into partnerships that are able to demonstrate a contribution to improve learning, development and wellbeing outcomes for children and young people

- Establish partnership relationships with organisations whose values, products, purposes and objectives are consistent with the schools as well as ASV's policies, values, priorities and objectives
- Edinburgh College, will where possible partner with school within the Adventist Schools Victoria network, thus supporting and promoting ASV.
- Where this is not possible, due to subject offerings, distance, prior arrangement or other deterrent, EC teachers will be recommended to partner with schools who support a similar Christian worldview – ideally within the local area. The hope of this is that such partnerships may build and grow community relations

Determining initial School-based Assessments in partnership with another school

If the consultation is taking place between teachers in different schools, initial discussion may occur over the telephone, by email, or by using teleconference or telematics facilities, with any written material sent by facsimile.

In many cases there will be considerable time between the student completion date and the date for submission of results to the VCAA. Posting of material between schools will reduce time required for meetings.

If results of different schools are combined to increase the size of the assessment group, it is useful to swap some drafts of typical work early in the process of completing the School-assessed Task. The earlier a common understanding between teachers is established, the more smoothly the process will be completed.

Teachers in schools that are combining their individual assessments will find it useful to discuss, and come to an agreement on, student completion dates.

Producing a combined set of comparable School-based Assessment

1. Participating teachers should discuss the requirements of the study design, the chosen assessment tasks for each outcome, the assessment criteria for each task or outcome, and the assessment program of each of the partnership schools. This communication should occur as early as possible and no later than the expected date of completion of the first specific task for the unit.
2. The teachers should establish agreement on the procedures to be followed to ensure comparability of assessments. This includes the scheduling and marking schemes of any tasks to be done in common.
3. Each school assesses the work of its own students: It is expected that the schools with more than one teacher group for the study will apply their own procedures to achieve comparability of assessments within their school.
4. Each school selects student work for cross-marking. For small-group partnerships, this should include all of the work from the school with the small group, and at least an equivalent number from the partner schools. For other partnerships, teachers should agree on an appropriate number, preferably at least five

pieces from each school. For each piece of work, the second marking should be 'blind', that is, made without any knowledge of the assessment given by the student's own teacher.

5. Teachers then discuss both assessments for each piece of work and a final score is agreed to by consensus. If the teachers cannot reach consensus, then the two scores should be averaged or adjusted appropriately. As a result of the cross marking exercise, it may be necessary to adjust the assessments of other work not included in the cross-marking.
6. When all assessments have been finalised, the scores for each student on each task should be collated in a single list for the partnership. Each school must keep a copy of this list, as the VCAA may request it for analysis purposes.

Excerpt from [Procedures for Assessment in VCE Study](#)

Establishing VCE Partnerships:

1	By mid February VCE Units 3&4 subject teachers should identify if a partnership is required. This involves classes where the number of students undertaking a study within a school is less than five.
2	Teachers should proactively make contact with relevant schools offering the subject in question. Where possible this should be undertaken in the following order: <ol style="list-style-type: none"> 1. Adventist Schools Victoria schools 2. Independent Christian schools (proximity taken into account) 3. Government and non- Christian schools 4. When no partnership can be found due to a student dropping the study late or other challenging circumstances teachers should approach the VCE Coordinator for an Exception from Partnership application
3	Once a partnership has been arranged, the VCE Coordinator will complete and send to the partnering school, a 'VCE Partnership form' along with the EC Partnership letter which outline the expectations of all parties involved.
4	The Partnership Form must be signed by the principal of each institution
5	Signed copies of Partnership forms will be kept both electronically by the VCE Coordinator as well as in hard copy. These will be maintained for one year.

6.	The details of the arranged partnership must be entered into VASS by early May. This process can be initiated by either school.
7.	The school not initiating the VASS partnership must accept the partnership on the VASS system. This must also be completed by the above date

Dissolving a Partnership

Dissolution of a partnership may be in the best interest of the students. Examples of unsatisfactory partnerships:

- regular and sufficient communication is not maintained
- standard of tasks to be set cannot be agreed upon or a compromise met
- standard of assessment cannot be agreed upon or a compromise met
- level and spread of student coursework scores cannot be agreed to
- a teacher may feel pressured to agree to assessments they don't believe best reflect the students ability

1	One or both partnering teachers contacts their associated VCE Coordinator with concerns
2	Mediation process is undertaken involving both teachers and an independent third party
3	In the event that an agreement can not be reached and one or both parties wishes to continue in the dissolution of their partnership a request must be made in writing to VCAA (Manager, Student Records and Results) and endorsed by the Principal of both schools. This request must list the reason(s) for the request
4	VCAA will remove the partnership from the database and award an exemption where necessary i.e. for the schools with fewer than five enrolments – alternatively the 'small school' can form a new partnership with another school.

Roles and Responsibilities

- Teachers (both partnering schools)
 - Teachers will take initiative and seek to arrange a partnership with another school
 - Teachers will proactively communicate with each other regarding the timing and style of assessments
 - Teachers to make attempts (with the support of school admin) to meet in person at least once during the partnership
 - Teachers to scan cross-marking assessments (prior to marking them) and send these to their partner teacher for cross marking
 - Teachers to mark their own assessments within two weeks of assessment date and to the criteria established in the relevant VCAA study design
 - Teachers to mark the partner school sample within two weeks of assessment date and to the criteria established in the relevant VCAA study design
 - Teachers to return sample cross marking via scanned emailed copy
 - Teachers to discuss via phone, email or in person meeting any areas of significant marking inconsistency
 - VASS details and ranking to be discussed by both teacher with agreed upon information being presented to VASS administrator to enter
- VCE Coordinator (both partnering schools)
 - VCE Coordinator to provide list of schools in Victoria who are listed on VASS as teaching the study in question.
 - VCE Coordinator or individual with the responsibility to enter details into VASS to do so as instructed by teacher
 - Coordinator to act as third part to mediate any issue that arises
- Students (both partnering schools)
 - Students are expected to complete their own work in compliance with the VCAA rules and regulations

Related Policies:

- Edinburgh College VCE Policy

Related Publications:

- [VCAA Formation of Small Group Partnerships for School-based Assessment\](#)
- VCE and VCAL Administrative Handbook Part B, Section 4.5.