

ABOUT THE ROAD SAFETY EDUCATION SECTION

This section of the resource is designed in the following way:

FOCUS AREAS

There are four focus areas:

Focus area 1: Passenger safety

Focus area 2: Pedestrian safety

Focus area 3: Playing safely

Focus area 4: Sensing traffic

Each focus area is divided into several units.

UNITS

Each unit provides a menu of strategies (described more fully in the *Teaching and Learning Strategies* section of this resource) linked to interactive learning experiences that teachers can select from depending on their students' learning styles and developmental levels.

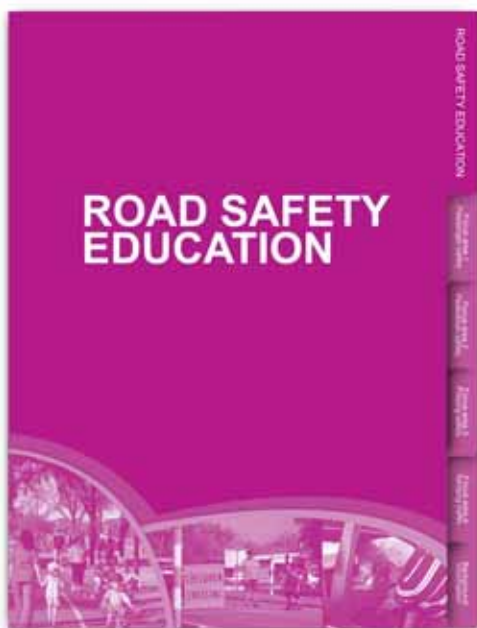
It is not expected that teachers plan a program that includes all the interactive learning experiences attached to a unit.

► Parent information and at home activities

Within each unit there are parent information and at home activities to involve parents in their child's road safety education program. The information sheets focus on road safety issues for young children as passengers, pedestrians and cyclists. The at home activities will encourage parents to practise road safety skills and model safer road-user behaviours with their children.

BACKGROUND INFORMATION

The information in this section complements the content and is designed to support teachers by developing their understanding of the key issues related to road safety education.



Four focus areas

Within each of these areas there are several units that provide students with learning opportunities to develop their understandings, skills, attitudes and values in a road safety context.

FOCUS AREAS

The four focus areas listed below provide a description of the essential road safety content that students need to be taught. The content is focused on contributing to what students need to know, understand, value and be able to do in a road safety context.

FOCUS AREA 1: PASSENGER SAFETY

This area focuses on the wearing of restraints and seatbelts, entering and exiting a vehicle and being a safe passenger.

FOCUS AREA 2: PEDESTRIAN SAFETY

This area focuses on holding the hand of an adult, selecting safer places to cross and a systematic search strategy for crossing the road.

FOCUS AREA 3: PLAYING SAFELY

This area focuses on riding bicycles and wheeled devices, and playing in safer areas.

FOCUS AREA 4: SENSING TRAFFIC

This area focuses on recognising traffic sounds, road signs, signals and markings, and increasing visibility of pedestrians in the traffic environment.

By addressing the content, teachers will provide students with the opportunity to progress towards achievement of the outcomes Promoting Individual and Community Health, and Enhancing Personal Development and Relationships which come under the Health and Physical Education Key Learning Area.

Each focus area provides:

- an overview of units
- background information for teachers to support delivery of the crucial content
- units describing learning experiences that use strategies from the *Teaching and learning strategies* section of this resource.

UNIT FORMAT EXAMPLE

The units in each focus area are presented in the following template.

This is the **name** of the *Teaching and learning strategies* section where further explanation of the learning strategies are found.

The **strategy** which is described in the *Teaching and learning strategy* section.

The **title** of the learning experience which provides an indication of the nature of the learning experience.

The **learning experience** is described in detail.

The **title** of the unit.

STOP!
Unit 2:2 STOP!

For students:

Key understandings

- Stop when an adult says stop in the traffic environment.
- Stop back from the kerb when crossing the road.
- Your reaction time will affect how long it takes to stop.
- The faster you go the longer it takes you to stop.
- It takes traffic a long time to stop.

Key skills

- Follow instructions and practise stopping quickly.

TUNING IN

PICTURE TALK

- **Crossing the road**

Use the discussion photo *Crossing the road* to talk about where the children and adults have stopped before crossing the road. Use the focus questions to guide the discussion.

Point out where the children's feet are placed in relation to the road edge, footpath and kerb. Stress the importance of following an adult's instructions to stop immediately when walking in the traffic environment.

FINDING OUT

MATHS INVESTIGATIONS

- **Reaction time**

Photocopy Resource Sheet 1: *Reaction timer* onto card. In pairs, students observe and measure each other's reaction times. Discuss how reaction times differ among people and how this may affect their safety in the traffic environment.

Discuss with students how long it takes for a vehicle to stop, especially if students live in rural areas where semi-trailers or road trains are prevalent and speed limits are higher.

Why does it take time for a vehicle to stop?
Would the size of a vehicle affect the time it takes to stop? Why?
Would the weather affect how long it takes a vehicle to stop? Why?

Have students consider the implications of the time it takes for a driver and a pedestrian to react, and a vehicle to come to a standstill in the traffic environment.

Send the reaction timer home with students and suggest they test their family's reaction times.

78 Focus area 2: Pedestrian safety

Sorting Out

ARTS IDEAS

- **Stop sign**

Discuss the shape, colour and letters of the stop sign included in the *Road sign pack*. Make stop signs by tracing around an octagonal template. After painting the signs red, give students the letters S, T, O and P to paste on in the right order.

MUSIC AND MOVEMENT

- **Green feet, red feet**

Students trace around their feet then colour either red or green. Cut around the feet shapes and place them around the room or in an open space. Students move around the room following the footsteps. Walking on a red foot means stop and count to 10 before moving on again.

- **Musical statues**

Play a game of musical statues using the stop sign included in the *Road sign pack*. Students move around the room until the stop sign is held up and the teacher says 'stop'. Students must stop straight away, not touching anyone else and be still as statues. Anyone moving has to sit down until only one or two players remain then the game begins again.

Suggest that students move slowly to enable them to stop quickly. Change the way students move such as walking, skipping and hopping.

- **Spot**

Play a game of Spot to help students practise stopping quickly. One student is nominated as a 'spotter' and is placed a short distance away with their back turned to

Some units provide **Resource Sheets** and **Parent Information** and **At Home Activities** that can be photocopied.

These sheets are also on the CD.

LEARNING EXPERIENCES

Each unit in this resource provides a range of learning experiences which reflect the content of the focus area. Learning experiences for students from Transition to Year 3 have been combined in these units, so teachers need to be aware that some will not be appropriate to their students.

The learning experiences provide suggestions of how teachers can use the teaching and learning strategies to engage students in the content. The learning experiences in each unit have been grouped under the following teaching and learning strategy headings:

- Tuning in
- Finding out
- Sorting out
- Developing values
- Making decisions
- Speaking out
- Reflecting
- Real world
- Simulated

Further explanations of the strategies may be found in the *Teaching and learning strategies* section at the back of this resource.

When planning a program, teachers can:

- find out students' prior knowledge of an issue (e.g. crossing roads) by choosing **Tuning in** learning experiences
- provide opportunities for students to locate and share information by choosing **Finding out** learning experiences
- provide opportunities for students to practise organising information by choosing **Sorting out** learning experiences
- choose **Making decisions** learning experiences if students need practice at decision making
- choose **Speaking out** learning experiences if students need practice at communicating in small groups
- provide opportunities for students to practise skills that they have learnt in the classroom in a realistic setting by choosing **Real-world** learning experiences
- choose **Simulated** learning experiences when real world opportunities are not safe or practical.

Adapting learning experiences

The learning strategies linked to learning experiences are a suggestion only. As teachers know their students' learning styles and needs, and current knowledge, skills and attitudes, they may need to adapt the learning experiences or select alternative learning strategies to deliver the content. For example, a Think-pair-share has been suggested as a **Speaking out** strategy in this resource. It can easily be adapted for students to use when sorting out or reflecting on information gained during a learning experience.

MATRIX OF TEACHING AND LEARNING STRATEGIES INCLUDED IN FOCUS AREA UNITS

The following matrix has been provided as a planning tool for teachers. By ticking the teaching and learning strategies they plan to use, teachers can see at a glance whether they have provided students with the opportunity to progress their achievement at the relevant Band Level or Key Growth Point specified in their program.

Teachers can also ensure they have planned a range of classroom, real-world and simulated strategies.

The matrix may also be used for collaborative planning so that teachers from different classes and year groups can ensure that students are not repeating the same learning experiences from year to year.



MATRIX OF TEACHING AND LEARNING STRATEGIES INCLUDED IN FOCUS AREA UNITS

FOCUS AREA	PASSENGER SAFETY				PEDESTRIAN SAFETY						PLAYING SAFELY			SENSING TRAFFIC		
	Unit 1:1 Click back front and back	Unit 1:2 The safety door	Unit 1:3 Safer journeys	Unit 1:4 Using public and community transport	Unit 2:1 Hands are for holding	Unit 2:2 Stop!	Unit 2:3 Safer places to cross	Unit 2:4 Hazards when walking	Unit 2:5 In the car park	Unit 2:6 Crossing the road	Unit 2:7 Safer ways to get to and from school	Unit 3:1 Helmets, bikes and wheeled recreational devices	Unit 3:2 Safer places to play and ride	Unit 4:1 Road signs and signals	Unit 4:2 Traffic sounds	Unit 4:3 Being seen
TEACHING AND LEARNING STRATEGIES	Around the table															
	Arts ideas															
	Assertive communication															
	Barrier game															
	Before and after															
	Brainstorm															
	Brave talk															
	Choose a corner															
	Circle talk															
	Decision-making model															
	Design a game															
	Four square															
	Graffiti															
	Guest speaker															
	Head talk															
	Picture talk															
	Placemat															
	Planning															
	Puzzles and games															
	Ready set think															
	Reflective questions															
	Role-play															
	Sequencing information															
	Shared reading															
	Sharing circle															
	Story map															
	T and Y chart															
Text innovation																
Think-pair-share																
Thought shapes																
Unfinished sentences																
Values continuum																
Venn diagram																
Viewing																
Out and about																
Parent information...																
Home corner																
Interactive software...																
Replicating the real world																
Technology challenges																

CLASSROOM

REAL-WORLD

SIMULATED

PLANNING AN OUTCOMES-FOCUSED ROAD SAFETY EDUCATION PROGRAM

The *Northern Territory Curriculum Framework* describes an outcomes-focused approach to education. It sets out a series of outcomes that describe what students are expected to know, understand, value and be able to do as a result of their curriculum experiences. Students achieve the outcomes at increasing levels of complexity and sophistication as they progress through their schooling.

The planning framework on page 20 provides an example of an outcomes-focused planning approach.

Within this approach, there are many different starting points for planning and no set series of steps to follow. Teachers often engage concurrently in parts of the process as planning is influenced by students' progressive achievement of outcomes and changes in the circumstances surrounding learning.



Planning an outcomes-focused road safety education program

An approach to outcomes-focused planning

Evaluating student learning and the processes

- Review the effectiveness of the program.
- Communicate and report on the judgments made in relation to student achievement of outcomes.

These questions may guide you.

- *Are students demonstrating progress towards achievement of the outcomes?*
- *What do I need to review, modify or incorporate to ensure student progress?*
- *What further learning experiences are needed?*
- *Have I consulted students for feedback on the program?*
- *How will I share this information with students, parents and others?*
- *Where to from here?*

Identifying students' needs and outcomes

- Gain an understanding of the outcomes to be achieved (i.e. what students need to know, understand, value and be able to do).
- Identify students' current levels of achievement and learning needs.
- Consider students' achievement, interests and the needs of the school and community.

These questions may guide you.

- *What are the learning outcomes I need to address?*
- *What do they already know, understand, value and do?*
- *What do they need to know, understand, value and be able to do?*
- *What are my students' needs, interests, backgrounds, values and abilities?*
- *What are the different rates and styles of student learning?*
- *What are the socio-cultural issues in the community?*
- *What are the health issues for the community?*
- *What are my school's priorities, policies and strategic plans?*
- *What do my students and their parents consider the most important learning requirements?*

Teaching and monitoring student needs and outcomes

- Engage students in learning experiences from the teaching, learning.
- Monitor students progress and modify learning experiences.
- Teacher and students use evidence gathered to reflect on student performance.
- Communicate and report on student progress made in relation to outcomes.

These questions may guide you.

- *Are the learning strategies and experiences appropriate?*
- *Are the students engaged?*
- *Have I modified the learning experiences to meet students' needs and assist them to progress towards achievement of the outcomes?*
- *What do the students have to do to demonstrate their learning?*
- *How will I gather evidence of student learning?*
- *Am I using a range of appropriate monitoring strategies?*

Planning learning experiences and identifying resources

- Draw together knowledge of the outcomes, content, environments and students' levels of achievement to determine the overall intent and direction of the program.
- Identify or develop teaching, learning and assessment strategies to enable students' progress.
- Gather resources to support these strategies.

These questions may guide you.

- *What do my students already know?*
- *Are there any areas of content that I do not need to cover?*
- *What learning strategies will suit my students' learning styles?*
- *How will I ensure the program has a balance of classroom, simulated and real-world learning experiences?*
- *How will I ensure that students' knowledge, skills and attitudes are developed?*
- *How will I sequence the learning experiences?*
- *Are there a variety of negotiable and non-negotiable tasks?*
- *What resources do I need?*
- *How will I communicate with parents, school administrators and the wider community to inform them of the planned program and identify opportunities for them to become involved?*
- *What assessment opportunities exist?*

NORTHERN TERRITORY CURRICULUM FRAMEWORK (NTCF) LINKS

A list of possible links to the outcomes is provided below. The outcomes chosen by an individual teacher will depend on the emphasis taken when using this resource and should reflect only the outcomes that will be directly monitored and for which Evidence of Learning will be gathered.

Using the NTCF, teachers identify what learners should know, understand, value and be able to do. Teachers need to apply the most appropriate Band or Key Growth Point outcomes depending on the needs of their learners.

NT Curriculum Framework (Northern Territory Department of Education and Training, 2009)

Exit Outcomes

▶ INNER learner

- **In 4** Assesses their well-being and takes action for healthy living.
- **In 5** Demonstrates resilience in pursuing choices and dealing with change.

▶ CREATIVE learner

- **Cr 1** Uses imagination and a variety of resources for self-expression and to explore ideas and situations for the insights and opportunities they offer.
- **Cr 2** Translates innovative thinking into action and is willing to take risks when challenged by setbacks.

▶ CONSTRUCTIVE learner

- **Con 4** Identifies environmental and social issues within the local and global community and takes steps to promote change.

Learning Areas

▶ Health and Physical Education

- Promoting Individual and Community Health
 - Individual and Community Health and Safety
- Enhancing Personal Development and Relationships
 - Human Development

▶ Cross Curricular Perspectives

- Literacy
- Numeracy

Early childhood educators, who are working with children from 0-8 years of age in the Northern Territory, are able to link both Strong Beginnings (0-8yrs) and the Early Years Learning Framework (0-5yrs) to their learning outcomes. Strong Beginnings has been included in the following tables. The Early Years Learning Framework (EYLF) is the national early childhood document with the vision of Belonging, Being and Becoming. Early Childhood teachers will be able to reflect on the five EYLF outcomes in their program.

Strong Beginnings: An Explicit Guide to Quality Practice in the Early Years (Northern Territory Department of Education and Training, 2006)

LEARNING OUTCOMES FOR CHILDREN BIRTH TO 5 YEARS

▶ Children have a strong sense of identity - IDENTITY

▶ Children are connected to and contribute to their world - COMMUNITY

▶ Children have a strong sense of wellbeing - WELLBEING

▶ Children are confident and involved learners - LEARNING

▶ Children are effective communicators - COMMUNICATION

Belonging, Being & Becoming - the Early Years Learning Framework for Australia (Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009).

Safer Roads School Road Safety Education Teacher Resource		Northern Territory Curriculum Framework Links		
		Strong Beginnings Domains	Exit Outcomes	Learning Area - Health and Physical Education
<p>1. Passenger safety</p> <p>2. Pedestrian safety</p> <p>3. Playing safely</p> <p>4. Sensing traffic</p>		<p>Sense of self and Others SSO 4 Assesses personal and group wellbeing and takes steps to address needs.</p> <p>Making connections MC 3 Recognises and makes connections between own learning and play and the real world.</p>	<p>Essential Learnings Inner learner "Who am I and where am I going?"</p> <p>Inner 4 Assesses their well-being and takes action for healthy living.</p> <p>or</p> <p>Inner 5 Demonstrates resilience in pursuing choices and dealing with change. and/or</p> <p>Constructive learner "How can I make a useful difference?"</p> <p>Constructive 4 Identifies environmental and social issues within the local and global community and takes steps to promote change.</p>	<p>Promoting Individual and Community Health and Safety</p> <p>Enhancing Personal Development and Relationships</p>
		<p>NTCF Band Level</p> <p>KGP 2.1</p>	<p>HP KGP2.1 Individual and Community Health and Safety <i>Demonstrate self-care skills, identify ways of staying safe and indicate people who can help to keep us safe and well</i></p> <ul style="list-style-type: none"> explain the need for safety rules in the classroom, playground, and at home identify ways of staying safe as a passenger such as wearing a restraint and using the safety door identify ways of staying safe as a pedestrian such as holding an adult's hand and choosing safer places to cross explain the need for playing safely as a cyclist and skater such as wearing a bicycle helmet identify safer places to play and ride such as away from roads and driveways 	<p>HP KGP2.1 Human Development <i>Discuss the physical stages of growth and development, identify the groups they belong to and demonstrate appropriate social conventions in these groups</i></p> <ul style="list-style-type: none"> explain school rules and talk about road safety rules understand that they and others contribute to a safer road environment by safety on roads, bikes and walking pathways

Northern Territory Curriculum Framework Links			
Safer Roads has a heavy emphasis on the Promoting Individual and Community Health and Safety Strand from the Health and Physical Education learning area.			
Safer Roads School Road Safety Education Teacher Resource	Strong Beginnings Domains	Exit Outcomes	Learning Area - Health and Physical Education
	NTCF Band Level		Promoting Individual and Community Health and Safety
1. Passenger safety 2. Pedestrian safety 3. Playing safely 4. Sensing traffic	<p>Sense of self and Others SSO 3 Identify own emotional responses to a stressful situation</p> <p>Communicating and Interacting CI1 Uses verbal and non-verbal language in active learning opportunities</p> <p>Thinking for the Future TF1 Uses higher order critical thinking processes to problem solve and make decisions</p>	<p>Essential Learnings Creative learner "What is possible?" A persevering and resourceful INNOVATOR who:</p> <p>Creative learner 1 Uses imagination and a variety of resources for self-expression and to explore ideas and situations for the insights and opportunities they offer.</p> <p>or</p> <p>Creative learner 2 Translates innovative thinking into action and is willing to take risks when challenged by setbacks.</p>	<p>HP KGP3.1 Individual and Community Health and Safety <i>Describe and demonstrate actions and identify the people and products needed to maintain and promote health and safety</i></p> <ul style="list-style-type: none"> explain the purpose of safety equipment and ways to identify, avoid, manage or escape emergency or risk situations, e.g. wearing a seat belt, bike helmet or safely crossing a busy road follow safety/emergency signs and procedures with cues, e.g. pedestrian and school crossings [Lit-RV] describe and demonstrate ways of staying safe as a passenger and pedestrian describe and demonstrate the need for playing safely as a cyclist and skater and identify safer places to play and ride identify protective factors affecting their safety while playing and riding such as playing away from roads and driveways, and wearing a bicycle helmet
			<p>HP KGP3.1 Human Development <i>Describe how people change as they grow older and demonstrate skills needed to initiate and maintain relationships in various groups</i></p> <ul style="list-style-type: none"> discuss a range of activities and behaviours as right and wrong, good or bad and the reasons for classifying them as such [VL] offer reasons why there may be different rules for children and adults [VL] understand that they and others contribute to a safer road environment describe the influence of peers and family on road user practices and family on road user practices use communication skills that contribute to safer road use identify and describe strategies to deal with unsafe situations

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	NTCF Band Level		Promoting Individual and Community Health and Safety
1. Passenger safety 2. Pedestrian safety 3. Playing safely 4. Sensing traffic	Not Applicable	<p>Essential Learnings Creative learner "What is possible?" A persevering and resourceful INNOVATOR who:</p> <p>Creative learner 1 Uses imagination and a variety of resources for self-expression and to explore ideas and situations for the insights and opportunities they offer. or Creative learner 2 Translates innovative thinking into action and is willing to take risks when challenged by setbacks.</p>	<p>Band 1 HP 1.1 Individual and Community Health and Safety <i>Apply basic elements of health care and explain the importance of achieving a balance between the dimensions of health; identify health-care providers and services in the community and describe their role in keeping us healthy and safe</i></p> <ul style="list-style-type: none"> recognise surroundings and areas of danger or risk, e.g. busy road, stormwater drain, savage dog in yard [Con 4] identify and apply rules for safe activities in familiar settings, e.g. bike/pedestrian safety, game rules, safety at home and school [VL] identify risk factors affecting the safety of children as passengers, pedestrians and cyclists, such as not wearing a restraint, walking without adult supervision, inability to scan the environment, not wearing a bicycle helmet and playing in driveways
			<p>Band 1 HP Band 1.1 Human Development and Relationships <i>Describe how people change as they grow older and demonstrate skills needed to initiate and maintain relationships in various groups</i></p> <ul style="list-style-type: none"> explain why there are different rules and expectations in different situations and assess the purpose served by rules that help groups work together, e.g. traffic rules explore the right way to behave to people in their family, e.g. as a passenger understand the importance of valuing the safety of themselves and others in the road environment understand that they and others contribute to a safer road environment identify and describe the influence of peers and family on road-user practices identify and use communication skills that contribute to safer road use identify and describe strategies to deal with unsafe or emergency situations

Northern Territory Curriculum Framework Links			
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			<p>BAND 2 HP 2.1 Human Development <i>Explain the changes in growth and development that occur throughout life and identify factors that enhance personal relationships</i></p> <ul style="list-style-type: none"> identify and explain why there are different rules and expectations in different situations and assess the purpose served by rules that help groups work together, e.g. traffic rules understand the importance of valuing the safety of themselves and others in the road environment use good communication and decision making skills to assist peers to make safe decisions about cycle path, pedestrian and road safety identify and describe the influence of peers and family on road user practices identify and use communication skills that contribute to safer road use identify and describe strategies to deal with unsafe or emergency situations identify changes that can cause stress and demonstrate positive methods of coping with stress, conflict or grief, e.g. car crash [In 5]

MONITORING AND ASSESSMENT IN EARLY CHILDHOOD

MONITORING

Within an outcomes-focused approach, teachers make judgments about how well each student is achieving the relevant outcomes. Judgments are made from monitoring students' progress and accumulating evidence of learning.

When monitoring students' progress in an early childhood setting, teachers should:

- use a wide variety of approaches
- observe and interact with students
- collect a range of evidence
- value the evidence of their own observations and professional judgment
- discuss evidence with other teachers, parents and caregivers
- allow students to engage in self and peer-assessment
- be mindful that students develop from different starting points and at different rates.

GATHERING EVIDENCE OF STUDENT LEARNING

Assessment in early childhood relies on the observation of everyday activities in the classroom to provide evidence of student learning. Gathering of evidence is collated over time from this close observation of students across a variety of learning experiences.

Evidence of student achievement can be gathered in a number of ways including:

- direct observation and anecdotal records when students are actively engaged in a range of interactive learning experiences in the classroom and in the playground and responding to different individuals (e.g. peers, teachers and parents)
- reflection portfolios and student journals that show students' knowledge and ability to apply skills in a range of situations and reflect their attitudes and beliefs. They also actively involve students in assessment and are more comprehensive
- self-assessment where students make decisions about their own performance based on explicit criteria

- student-teacher conferences, involving discussion about current performance and future action between the teacher and student
- parent observations where parents/caregivers provides information about their child's interpersonal or self-management skills either on an informal level or as a checklist
- assessment tasks in which students' understanding, skills and attitudes can be determined at a particular time.

ASSESSMENT

Assessment is the process of describing performance in relation to learning outcomes. The *Curriculum Framework* describes the assessment principles that teachers need to consider to make informed and accurate decisions about students' progress. Teachers using these guiding principles will ensure that assessment practices enhance students' achievement of the outcomes.

Assessment also makes a positive contribution to future learning when students are:

- provided with useful feedback from peers, teachers and parents
- recognise gaps in their learning
- assume responsibility for their own learning
- reflect on and monitor their own learning.