

## Continuous Improvement Policy and Procedures

### Introduction

Derivan Pty Ltd undertakes continuous monitoring and improvement of all courses. This monitoring process focuses on analysis to develop action plans to make improvements in participant satisfaction and success.

### Aims

The aim of continuous monitoring and improvement is to support the maintenance of standards and to assure the consistency of learning opportunities by continually reviewing courses and tutors, identifying areas for improvement and then acting.

Continuous monitoring and improvement is achieved through:

- systematic and transparent gathering of data to inform improvement
- early identification of areas for improvement to ensure the maintenance standards
- prompt implementation and tracking of improvement actions

### Procedures

- Continuous monitoring and improvement are the responsibility of the Derivan Education Officer.
- Includes participants' feedback and evaluations.
- Quality Assurance Checklist is recorded and filed as a report by the Education Officer on the completion of each course.
- Each course report is submitted to course tutors for scrutiny.
- All tutors and the Education Officer will meet bi annually to review performance and identify key issues for enhancement.
- Continuous Monitoring and Improvement Plan is updated regularly throughout the year and is available.
- Recommendations made by program approval, review and modification (PARM) panel annually

A range of sources are used by Derivan Pty Ltd to monitor collection of data for continuous improvement



- Participants Feedback and Evaluations
- Quality Assurance Checklist
- Staff Comments & Bi Annual Review
- PARM Panel



# Quality Assurance Checklist

Ensuring that all courses address the National Professional Standards for Teachers

## Standard 2: Know the content and how to teach it.

### 2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities

Workshop: \_\_\_\_\_ Date: \_\_\_\_\_ Tutor: \_\_\_\_\_

Core evidence question	Teacher feedback/information	Response/Action	Completed
<p><b>How did the following teaching strategies assist teachers to broaden students understanding of practice and develop engaging activities?</b></p> <p><i>Practical demonstrations of new materials, tools and /or techniques</i></p> <p><i>Artist talks</i></p> <p><i>Explanatory notes and diagrams</i></p> <p><i>ICTs to reference artists and good practice websites</i></p> <p><i>2D forms explored effectively</i></p> <p><i>Other</i></p>			



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### Standard 3: Plan For and Implement Effective Teaching and Learning

#### 3.4.2 Select and/or create and use a range of resources, including ICT, to engage students in their learning

Workshop:

Date:

Tutor:

Core evidence question	Teacher feedback/information	Response/Action	Completed
<p><b>Did teachers explore resources and techniques that help students use components of visual arts, including art practice and the frames? How were the following strategies effective?</b></p> <p><i>Practicing visual artists’ model technique and best studio practice.</i></p> <p><i>Explore VAPD record process and technical information</i></p> <p><i>Practical demonstration of media and tools that assist students to engage with practice.</i></p> <p><i>Explanatory notes, diagrams and video presentations</i></p> <p><i>Discussion of relevant frames and critical and historical studies reference</i></p> <p><i>Other</i></p>			



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### Standard 4: Create and maintain supportive and safe learning environments

4.4.2 Ensure student’s well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.

**Workshop:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Tutor:** \_\_\_\_\_

Core evidence question	Teacher feedback/information	Response/Action	Completed
<p><b>Were potential risks or unsafe situations identified while using or introducing new tools or materials? How were the following strategies effectual?</b></p> <p>Discuss potential risks</p> <p>Reflect on responses to potentially unsafe situations</p> <p>Display ‘common sense’ in relation to appropriate resources</p> <p>Discuss strategies and procedures and best methods to impart rules to students</p> <p>Document strategies/policies that are relevant to students and teachers</p> <p>Other</p>			



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### Standard 6: Engage in Professional Learning

6.3.2 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

**Workshop:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Tutor:** \_\_\_\_\_

Core evidence question	Teacher feedback/information	Response/Action	Completed
<p><b>Which resources or strategies assisted to build the capacity of teachers and improve practice and professional knowledge? How were they useful?</b></p> <p>Engage in productive, open discussions</p> <p>Identify concepts that support students successfully developing and refining ideas into their body of work.</p> <p>Demonstrate practical undertakings and collaboration in course activities</p> <p>Complete evaluation form</p> <p>Analyse outcomes targeted by National Professional Standards for Teachers at Proficient Level</p> <p>Other</p>			



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### Standard 7: Engage professionally with colleagues, parents/carers and the community.

#### 7.4.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities

Workshop: \_\_\_\_\_ Date: \_\_\_\_\_ Tutor: \_\_\_\_\_

Core evidence question	Teacher feedback/information	Response/Action	Completed
<p><b>Did guest artists and educators provide a platform to discuss professional knowledge and which were the most successful?</b></p> <p><i>Practicing specialist artists, curators and teachers provide opportunities for discussion</i></p> <p><i>Stage skills differentiated</i></p> <p><i>Current teaching strategies identified and sequenced learning experiences positioned into programs</i></p> <p><i>Professional learning networks supported.</i></p> <p><i>ICT's used for support</i></p> <p><i>Explanatory notes, diagrams and video presentations</i></p> <p><i>Other</i></p>			