

# NZAI Regional Seminar presentation

## International and national assessment issues: implications for Aotearoa/New Zealand schools

Associate Professor Jenny Poskitt

Institute of Education

13<sup>th</sup> June 2019

## Overview



- Reflections on assessment/aromatawai
- International assessment issues
- Aotearoa/NZ assessment challenges
- Potential ways forward
- Implications for schools

Ref: Image - [https://www.google.com/search?hl=EN&biw=1460&bih=724&tbn=isch&sa=1&ei=cEuAXNq-DJzbz7sPpu6GGA&q=assessment+&oq=assessment+&gs\\_l=img.3..35i39j0i67j0i8.87513.89361..90246...0.0..0.250.2307.0j9j3.....1.....1..gws-wiz-img.Pn7yEWfB1Kc#imgcr=ijF-KM\\_uaAZS8M](https://www.google.com/search?hl=EN&biw=1460&bih=724&tbn=isch&sa=1&ei=cEuAXNq-DJzbz7sPpu6GGA&q=assessment+&oq=assessment+&gs_l=img.3..35i39j0i67j0i8.87513.89361..90246...0.0..0.250.2307.0j9j3.....1.....1..gws-wiz-img.Pn7yEWfB1Kc#imgcr=ijF-KM_uaAZS8M):

Your reflections about  
assessment/aromatawai



1. *What worries/concerns you about assessment ?*
2. *What excites you about assessment?*
3. *What do you think are NZ's assessment challenges?*

## Teacher perspectives

How do your views compare with other NZ colleagues?

Worries	Excites
Workload	Opportunity to do things differently – especially rich tasks & KCs
Time	Seeing and hearing other teachers' ideas and practices
How to more fully involve students and their whānau	Broadening assessment beyond maths & literacy
Trust – other teachers' judgments/MOE uses of data	Optimising digital affordances
Assessment knowledge	Connecting sectors/workplace

Secondary teacher  
assessment concerns (April  
2019)



- Teaching to assessments, not students
- External pressures (NCEA, UE)
- Integrated curriculum
- Managing digital assessments
- Time/opportunities for assessment-related PLD and resource development

## NZAI Member views

	Thinking about assessment	Changes to professional practice
<b>Revitalisation:</b> of assessment knowledge and practice	<p>Purposeful assessment and AfL</p> <p>Moderation</p> <p>Trans-disciplinary assessment</p>	<p>Focus more on assessment for learning</p> <p>Review current practice</p> <p>Grow teacher assessment knowledge</p>
<b>Relationships:</b> Partnership/ network Building	<p>Learner involvement</p> <p>Shared understandings amongst colleagues, parents/whānau</p>	<p>Involve learners more fully</p> <p>Assessment conversations (colleagues)</p> <p>Consult with stakeholders</p>
<b>Resources:</b> Advocacy for assessment	<p>Use of learning progressions</p>	<p>NZAI might assist with:</p> <p>More workshops/seminars</p> <p>Opps for discussions about assessment</p> <p>Sharing resources (practical &amp; research)</p> <p>Share classroom practice</p> <p>Advocating for quality assessment</p>

## Thinking globally - OECD education goals for 2030



Three global issues: environmental, economic, social

- Education goals to address the three issues:
  - Individual and collective well-being
  - Learner agency
    - To “navigate complex and uncertain world”
    - ‘Co-agency’ – “interactive, mutually supportive relationships that help learners progress toward their valued goals” (p.4).
  - Broad set of knowledge, skills, attitudes and values
  - Competencies to transform our society and shape our future
    - Create new value
    - Reconcile differences and tensions
    - Take responsibility



**IEAN trends** (International  
Educational Assessment Network)



Assessment serves multiple purposes, but its primary purpose is to guide teachers and learners in their current and future learning.

School and national level assessment information also serve certification, accountability, and evaluation purposes





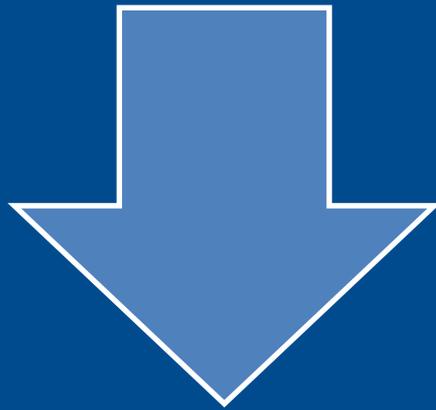
## IEAN trends continued



- Relationships and trust are central to quality assessment (student-student; student-teacher; teacher-teacher; teacher-whānau; regional-national level)
- Challenges in assessing meaningful progress and progression, 21st century learning capabilities, using technological affordances, enabling equitable outcomes, and building assessment capability and capacity

## Secondary school challenges

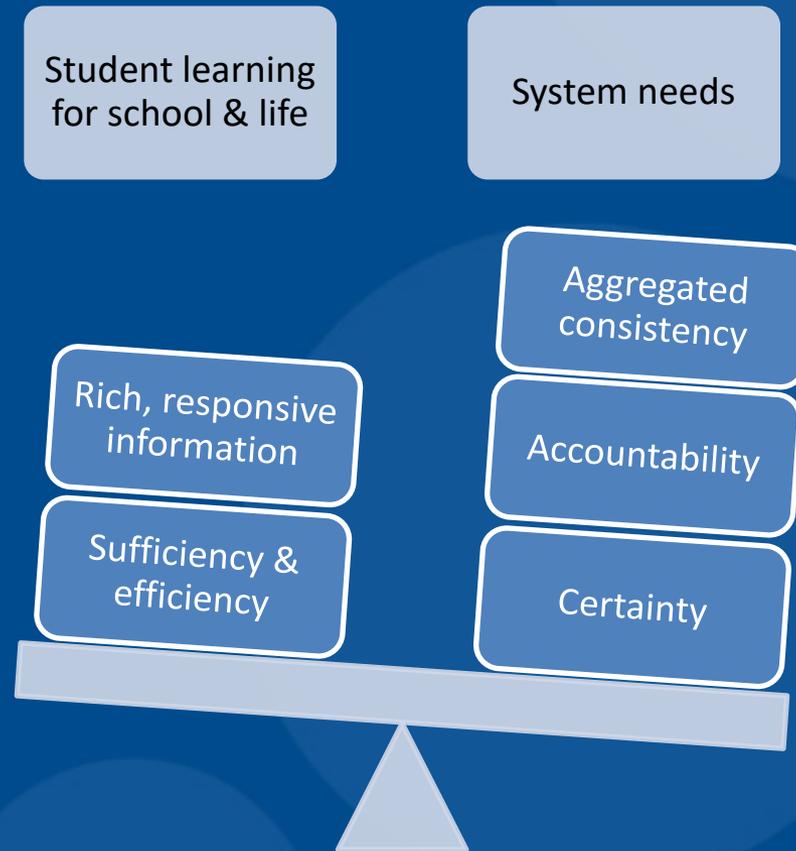
•  
Life  
learning



Certification



## Fundamental assessment challenges



Using meaningful assessment data to inform decisions

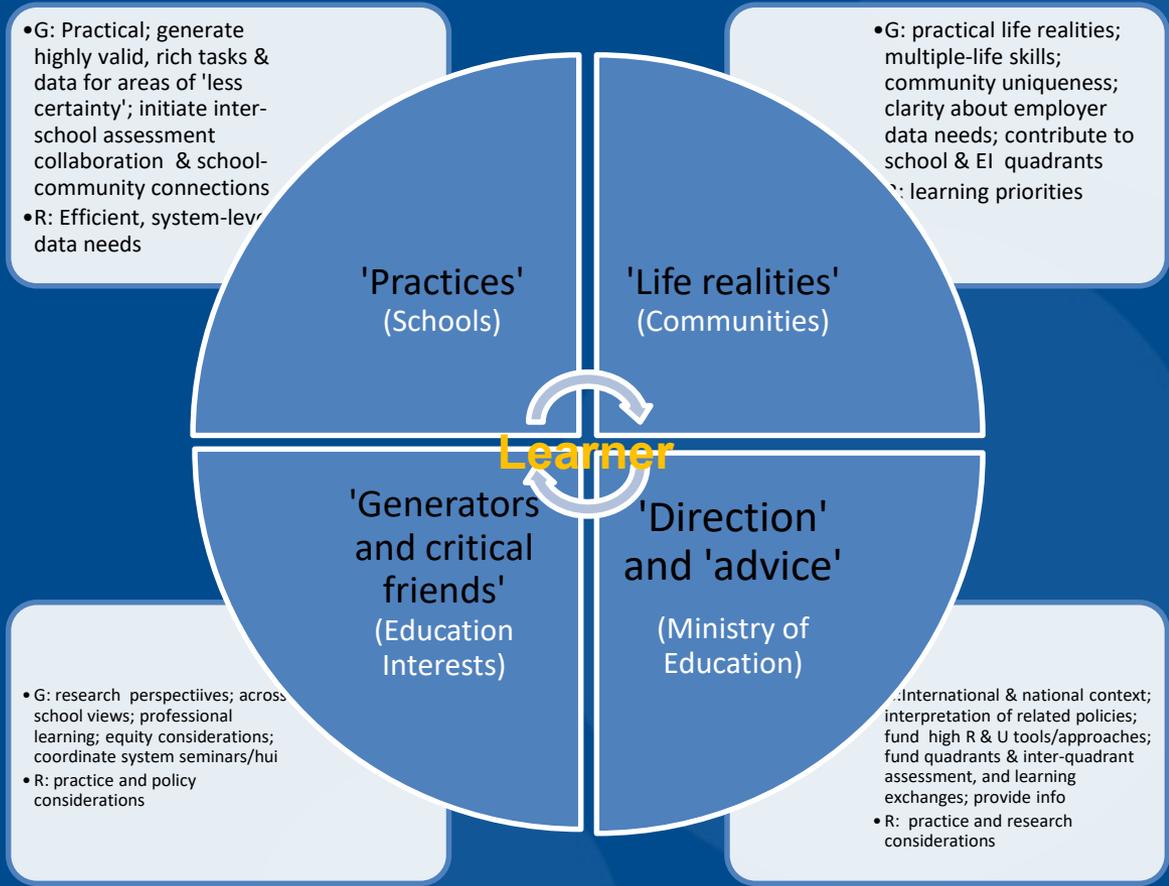
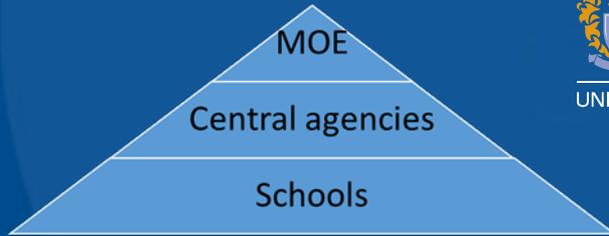
## Considerations in Aotearoa



How might we:

- Streamline - ↓ collection ↑ use of data
- Build trust & professional judgment
- View/value learning/success beyond schooling
- Invite, listen and collectively learn in/across partnerships – ākonga, whānau, kaiako
- Grow relationships and networks – across sector, agencies, research & practice
- Create coherence and alignment, system-wide?

# New ways of thinking about co-agency and collaboration



## Potential ways forward



1. Nurture networks – internationally, nationally, locally  
e.g. IEAN, NZAI, community links – to build trust, respect & shared understanding about assessment
2. Collaborative endeavours on future-oriented capabilities and efficient, rich ways of assessing/coordinating them (e.g. Digital affordances, competencies/capabilities)
3. Explore new ways of ‘thinking about’ and ‘doing’ assessment - share (empower) ākonga and whānau
4. Other?

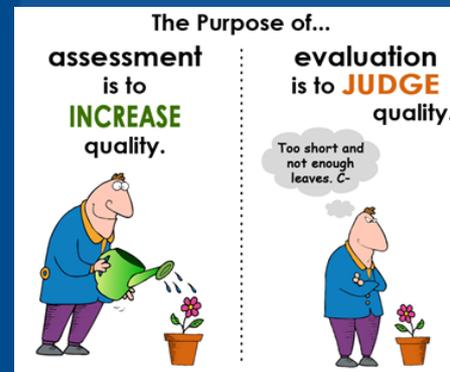


## Role of NZAI

- **Independent entity/network** of: principals, teachers, PLD facilitators, researchers, and agency personnel
- Create **opportunities for members to engage** (f2f & virtually) in assessment-related conversations
  - National assessment seminars/regional meetings
- **Purveyor** of assessment information and resources
- Facilitate **sharing** of quality assessment practice
- Increase assessment **capability**
- **Advocate** for quality assessment



## Implications for schools



- *How do you suggest we address assessment challenges?*
- Might we:
  - Ask teachers what aspects of assessment worry them or in which they would like to improve?
  - Collaborate/network to generate ideas/practices?
  - Foster teacher assessment knowledge, skills and attitudes? (how/when)
  - Create a professional learning climate to encourage assessment for learning, sustained mentoring/coaching?
  - Invite co-agency of students, whānau...?
  - Create opportunities for innovation in assessment?

What is your school doing?

*In small groups, share how your school assesses what matters, listens to learners and learns from it...*



## Final thoughts

Thinking about international and national issues, networks and new assessment opportunities,

- *What has inspired you today?*
- *What are you going to do differently?*
- *What puzzles you?*

## References

- OECD, (2018). *The future of education and skills. Education 2030*. Paris: OECD.
- Poskitt, J. (2018). Revitalisation, relationships, resources: Assessment 3Rs for New Zealand teachers. Commentary. *Assessment Matters*, 12,105-117. <https://doi.org/10.18296/am.0034>
- Poskitt, J. (2018). Sustaining assessment for learning by valuing partnerships and networks. *Assessment Matters*, 12, 80-104. <https://doi.org/10.18296/am.0030>
- Poskitt, J. (2018). Exciting innovations for assessment in Aotearoa/New Zealand. *Set: Research information for Teachers* 2018, 2, 54-56. <https://doi.org/10.18296/set.2.2018>

