

Assessment

Disconnection, Deadlines and Dread

What is assessment?

- Take a minute to discuss what assessment is from the perspective of:
- Student
- Teacher
- Parent
- School Leader

Disconnection

What do we think is the purpose of these assessments?

Teachers	We have to gather the data so that the school leaders can use it. It's all for reporting ultimately.
Students	Assessments are so that my teacher can put me in a group. It goes on my report and it tells my parents and teacher what I can't do.
School leaders	The results from assessments aren't really changing even though we have invested a great deal into supporting teachers. The tests must be wrong. Time for new ones.
Parents	Assessments are important so that we can know how well our child is doing and whether they have been good in school.

Deadlines

Teachers	<p>I'm really behind and have imposing deadlines to meet. The test needs to be administered, marked, moderated and results entered. Reports are coming up soon. I'll need to block out all of next week to do (gloss, asttle, PAT, Running records...) Tests take too long. There is always one more thing coming. When can I teach? We have too many assessments.</p> <p>Assessment takes time away from teaching.</p>
Students	<p>I'm not ready for this. I'm going to fail. I've only just finished a test. When am I going to be doing some learning? I haven't worked with my teacher in ages.</p>
School leaders	<p>Why aren't people on top of this? The data should be entered by now, and we need it for reporting. Why is that teacher handing out so many worksheets and where is their group teaching?</p>

Dread

Teachers	<p>These results are no better than last year. They are actually worse. I work really hard and do everything I can but there is so much else on all the time. My team leader is going to want to talk to me about this.</p> <p>The Principal will probably want to see me.</p> <p>The parents are going to be confrontational and question my teaching.</p> <p>It must have been wrong last year. The student isn't trying hard enough and is unfocused. There needs to be more support at home.</p>
Students	<p>I'm going to fail. My parents are not going to be happy with me. What if I'm not in the top group anymore? What if my friends move but I don't ? I may not get into the Intermediate I want to get into.</p>
School leaders	<p>Where are the results from the funding we used? Another year with same results? ERO are coming next year.</p>

How do we know we are doing well?

BOT	The Principal tells us and we see it in the end of year results.
School Leadership	The percentages tell me
Teacher	The results tell me
Parents	The reports tell me
Student	My teacher tells me

Growth through

- Assessment ~~needs to be~~ **learning** understood.
- Needs to become fluid.
- Assessment needs to be built using a variety of methods.
- Assessment tools can be used in multiple ways for different purposes.

**It informs me about the
learner.**

**It informs me about my
teaching.**

Where we were

At the end of a year we would take some time to look at the school results.


Teams would split off and then either celebrate or cringe.

Then the 'reasons' would start.

Behavioural needs.

They came to us low.

Too many extra items on the calendar.



Bad
Batc
h

Results were a
surprise

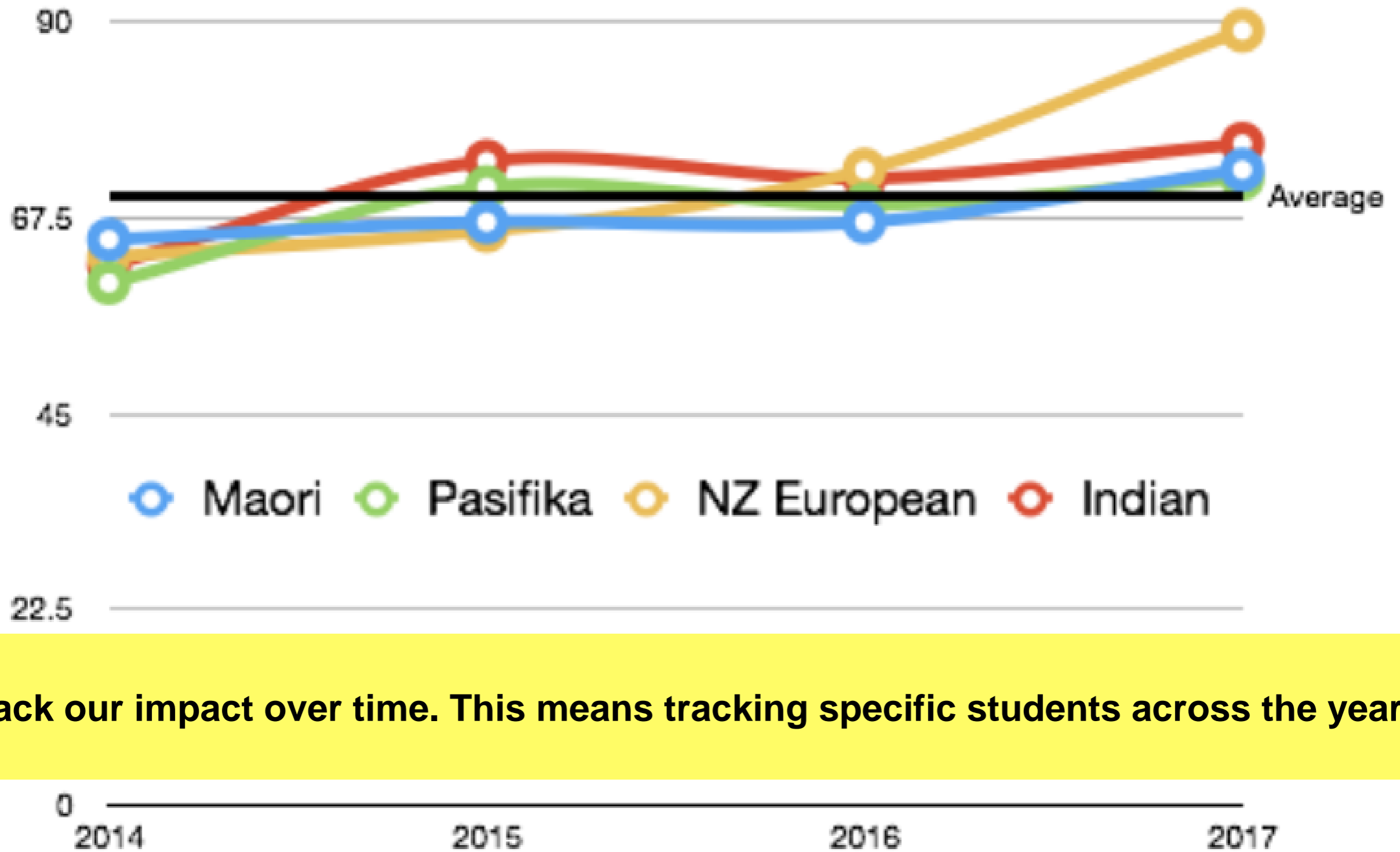
How do we even know
when we are effective?

How are we learning
from ourselves?

Was it a fluke?

Tracking progress to measure change.

Maths 2014 - 2017



to track our impact over time. This means tracking specific students across the years. NO

All students - Summary

	2016 Result	2017 Target	Mid 2017	Acceleration needed	Students per class
Reading	69%	80%	64.4%	92 students	3
Maths	70%	80%	65.76%	88 students	3

**Keep our goals in sight and be measuring our progress.
We can then respond appropriately and make decisions that count.**

What are we going to do about it?

Everyone needs to be be part of the plan.

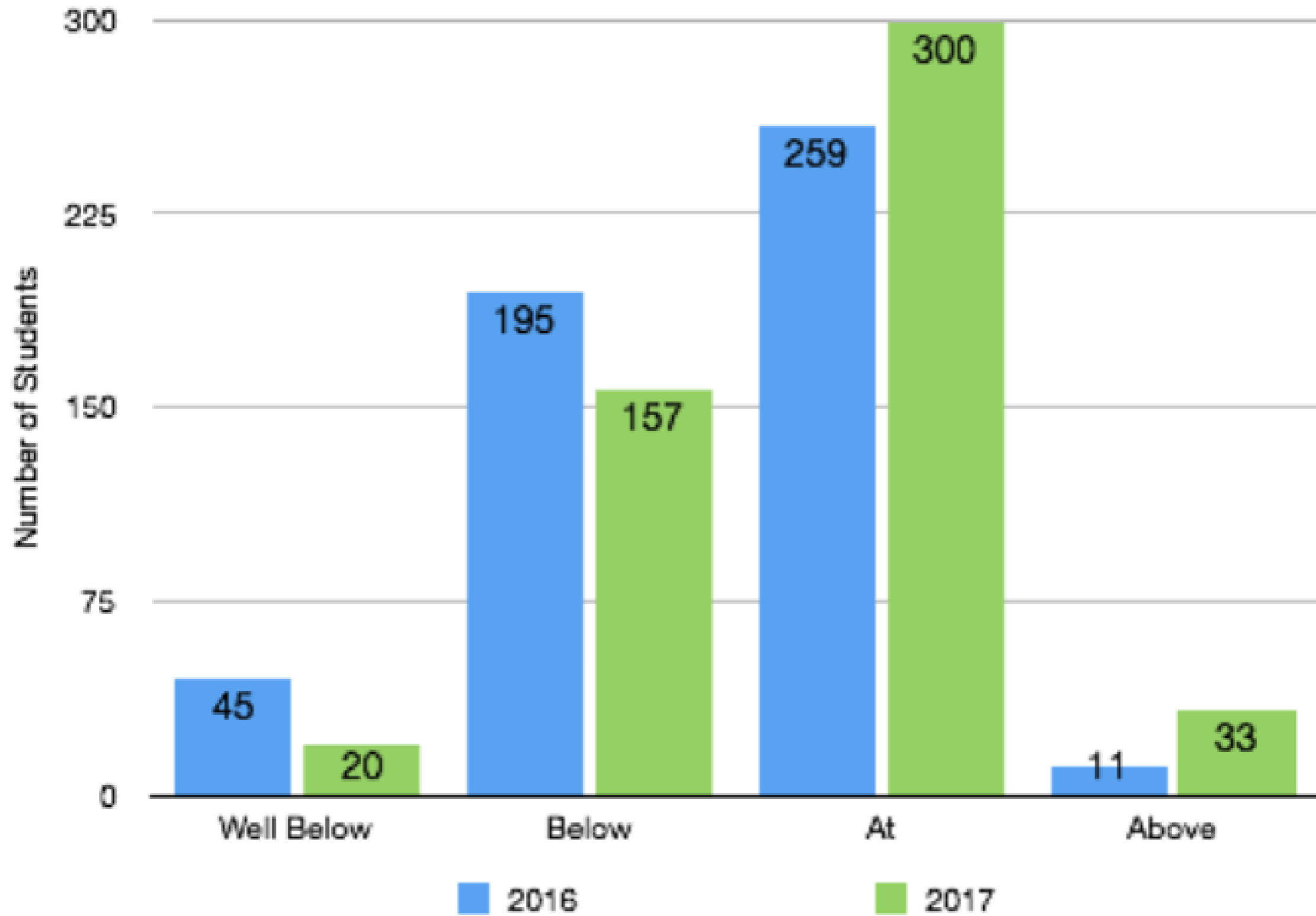
**Each has to understand and agree upon their role and responsibilities to the
students and each-other.**

Supporting our learners

Papatoetoe West School

Teacher	Identify learners who need support. Plan outcomes for these students. Deliberate Acts of Teaching. Decide how will this be monitored. Evaluate strategies and adapt. Seek help.
Team Leader	Identify learners who need support within the team. Work with teacher to plan outcomes for their students. Check in on progress being made and support teachers in evaluating effective teaching strategies. Report to SLT on progress, and on the strategies that are working. Seek help.
Deputy Principal	Identify learners who need support within the teams. Work with team leaders to plan outcomes for learners. Plan with team leader to support teacher development. Plan outcomes for team

Writing 2016 - 2017 Matched Students



Partnership

What does partnership look like in schools?

Hui, fono, open evenings, walkthroughs, cultural open days, ceremonies, 'Parent interviews'

What is partnership and what is consultation?

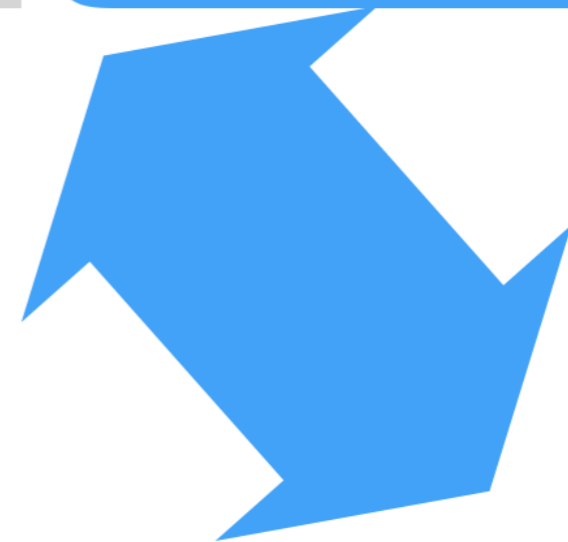
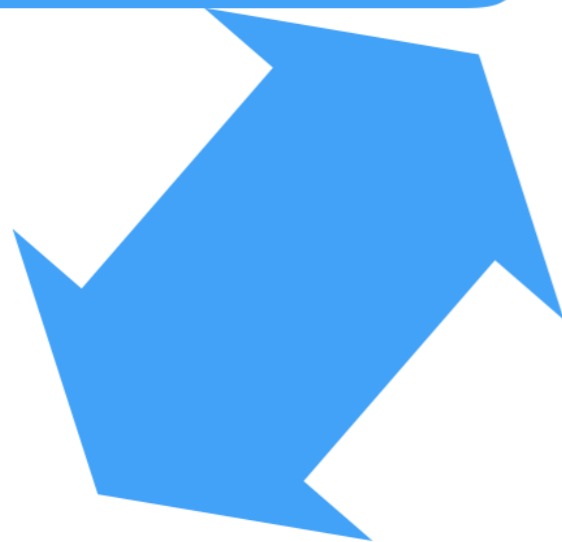
What is partnership?
Partnership or a **partnership** is a relationship in which two or more people, organizations, or countries work together as partners.

Goals

Student

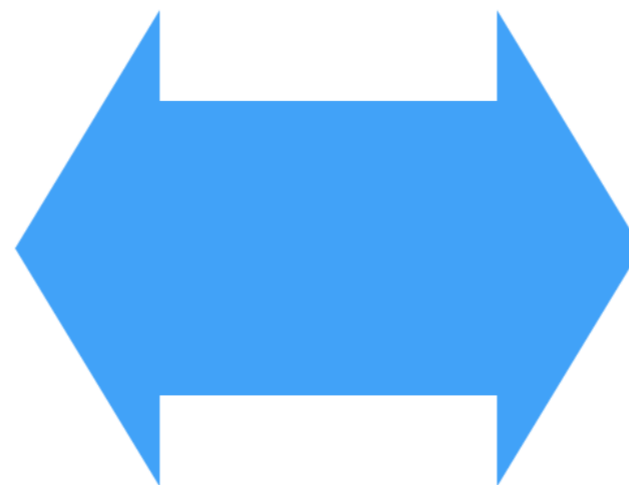
Luke A.

Where to next



Parent

Paul A.



Teacher

Alisi H.

What now with National
Standards gone?

What do we need to do?

Assessment literacy - data literacy
Our needs

Change perspectives through changing the embedded culture.

Identifying learners who need support.

Re-thinking our strategies.

Being flexible and remaining accountable.

Building partnership.

Re-thinking what we have always done.

Conferences.

Reporting.

Assessment timelines.

Maintaining momentum.

How we use resources.

Challenging.

How do we know we are doing well?

BOT	<p>Student learning and achievement is regularly discussed. We strategise how to support learners and are approached by members of the school community often regarding the programmes our school delivers. We are able to explain how we support our learners and where the support is needed.</p>
School Leadership	<p>We have regular discussions with our team leaders regarding the progress of students in their teams. We are able to identify which strategies are effective and evaluate the strength of the resources that we have.</p>
Teacher	<p>I witness the learning in class everyday. There are open discussions with my learners and I am not surprised by assessment results.</p>

No more
surprises.