

Enhancing assessment capability using questioning and activities

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Karakia



Whakataka te hau ki te uru
Whakataka te hau ki te tonga
Kia mākinakina ki uta
Kia mātaratara ki tai
E hī ake ana te atakura
He tio, he huka, he hau hū
Tīhei mauri ora!

Kaupapa o te rā . . .

The questions we always asked about assessment

The changing landscape

What questions might we be asking now?

Assessment capability why, who, how?

What questions have we always asked?

- Who is thriving?
- Who is not?
- How do I/we know?
- Do we have the right information to answer the questions we might have about progress and achievement?
- What? So what? Now what?
- Numbers...names...needs
- What does this result tell me/us about my/our teaching?
- What do we need to do differently?
- What do we need to know?
- What is the best way to find out what we need to know?
- What's the benefit? (Impact)
- What's the harm? (Impact)
- What do I want the learners to know or be able to do?
- Why do they need to know or be able to do that?
- What will it look like?
- How am I supporting their learning?
- How am I enabling them to take control of that learning?

Why?



It's always been about **IMPACT**...
what impact is my/our practice having on these learners?

Call it what you will...

Teaching as inquiry
Formative teaching/practice
Assessment for learning
Adaptive practice

Why?

Schools need to know what impact their programmes are having on student learning. An important way of getting this information is by collecting and analysing school-wide assessment data. Schools can then use this information as the basis for changes to policies or programmes or changes to teaching practices as well as for reporting to the board of trustees, parents, and the Ministry of Education. Assessment information may also be used to compare the relative achievement of different groups of students or to compare the achievement of the school's students against national standards, as well as for reporting to the board of trustees, parents, and the Ministry of Education.

*New Zealand Curriculum (Ministry of Education, Wellington, 2007, p.40)
The primary purpose of assessment.*

Tautōhito urutau – adaptive practice



Students learn best when teachers inquire into their progress and respond by adapting their teaching practice.

Tautōhito urutau is in action when teachers notice and recognise ākonga learning in-the-moment and decide on responses that will best support progress. Over time, they also notice patterns and recognise priorities that inform their responses. When appropriate, they take critical action to disrupt the status quo, strengthen equity, deepen their knowledge of curriculum, and evolve practices that support every ākonga.

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Assessment to Improve Learning
Principles, Practices and Proof



Companion Guide
to the **Assessment PPP**



Principle 1: Assessment guides improvement in teaching and learning

The primary purpose of assessment is to improve learning and teaching.

Assessment in the classroom is integrated with, and acts as the bridge between, learning, teaching and curriculum.

Students and teachers trust and use effective assessment practices to guide learning and teaching and to make improvements.

Students and teachers together consider the impact of a teaching-learning-assessment cycle and discuss what might need to be improved.

Teachers consider how they can enhance each student's learning and give feedback accordingly.

Students, teachers, parents/whānau, schools, clusters of schools (kāhui ako), and government agencies consider the evidence of progress, achievement, excellence and equity, and deliberate on what might need to be improved.

Assessment to improve learning: Principles, Practices and Proof. (NZAI, 2021)

Call it what you will, the questions remain
the same

What impact is my/our practice having on these learners?

Digging deeper now...

Who is thriving?

Who is not?

What must happen to address this?

It's one thing to know...

but once you know, you must act...

How is the landscape changing?



The principles of Te Mātaiaho...

- Give effect to Te Tiriti o Waitangi
- Hold a broad view of student success
- Hold high expectations for every student

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Give effect to Te Tiriti o Waitangi



A shift from **acknowledgment** to **authentic understanding and valuing** of Te Tiriti o Waitangi and its principles.

We are asked to:

- give effect to our obligations to Te Tiriti o Waitangi and its principles by actively delivering, through the curriculum and how we teach, **fair and equitable educational processes and outcomes for Māori and for all ākonga**
- **actively protect** te reo Māori, tikanga Māori, and mātauranga Māori, and to **collaborate with whānau, hapū, and iwi** to incorporate these taonga into the school curriculum
- **design and plan learning programmes** that provide all ākonga access to knowledge, understandings, and practices that are **relevant** to ākonga and their peers, and that **promote achievement, inclusion and equity**

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Give effect to Te Tiriti o Waitangi



Fair and equitable educational processes and outcomes for
Māori and for **all ākonga**

Who is thriving?

Who is not?

What must happen to address this?

It's one thing to know...but once you know, you must act...

Who?

Partnership



Actively protecting te reo Māori, tikanga Māori, and mātauranga Māori, and to **collaborate with whānau, hapū, and iwi** to incorporate these taonga into the school curriculum...

Students learn best when teachers foster **power-sharing, trusting partnerships** with them and their whānau. This kind of partnership requires good communication and collaborative exchanges of information between student, teacher, whānau, hapū and iwi.

Respectful and responsive relationships enable whānau, hapū and iwi to shape their futures based on their aspirations. It is therefore important to create regular opportunities for **students and whānau to participate as partners in conversations about assessment information, learning, and progress.**

Hold a broad view of student success



This principle establishes the value Te Mātaiaho places on both wellbeing (cultural, physical, emotional, social, and psychological) and excellence as connected and important outcomes of schooling

We are asked to:

- understand that **achievement and wellbeing are inter-related** and that it is important to foster both
- **design and plan learning programmes** in which all ākonga can **see their language, culture, and identity** and understand that self-expression is essential for their personal and collective wellbeing and achievement
- **design and plan learning programmes** that provide all ākonga with **access to knowledge, understandings, and practices that are relevant to them** and that **promote excellence, inclusion, and equity.**

Principle 4: Curriculum is interconnected with learning, teaching and assessment

Assessment policies and practices reflect the beliefs, values and expectations of the New Zealand Curriculum (NZC) which is at the heart of our schooling system.

Assessment of localised curricula is customised by schools to reflect the learning contexts that suit their students and their environment.

Teachers know NZC curriculum expectations and guide students' learning towards them.

Teachers make curriculum expectations clear to students and assess students against them.

Schools access the knowledge of their students, parents/whānau and community to customise the curriculum and assessment approaches to local contexts.

Assessment to improve learning: Principles, Practices and Proof. (NZAI, 2021)

Hold high expectations for all students



We are asked to:

- establish a culture of **high expectations** for themselves and for ākonga, and to develop the ability of ākonga to be **self-regulating learners who strive for excellence**
- be courageous in **designing culturally rich and coherent pathways** and a **school curriculum that disrupts the status quo** and ongoing inequities for many ākonga
- take ākonga **beyond their immediate experience, inspire new curiosities, and open up new horizons**, so that ākonga develop both broad and specialised knowledge and grow and excel as local and global citizens with a contribution to make

Principle 5: Assessment is fair and serves the learning of all students

Assessment is **appropriate, responsive and fair** to the diversity of students.

Assessment **responds to the whole child: their cultural identity and their cognitive, physical, and social development.**

Assessment **tasks are designed to measure the diverse skills** of students.

All students have equitable opportunities to show what is important to them and their parents/whānau, who they are, what they know, and what they can do.

Teachers seek the views of students and parents/ whānau on what is important to assess, to ensure there is an equitable representation of diversity.

The mode and content of assessments are appropriate for different groups and individuals.

Assessment-capability

Teachers are the orchestrators, encouragers, interpreters, and mediators of learning. They need to understand how students can use and value assessment as a powerful means of furthering their own learning. As the experts in the learning partnership, teachers need to take the lead in all assessment that students cannot manage without support. But they need to do so in ways that encourage students to feel deeply accountable for their own progress and support them to become motivated, effective, self regulating learners. To do this, teachers clearly need to be knowledgeable about the curriculum and teaching, but they also require well developed assessment capabilities and the motivation to use these to forge learning partnerships with their students. Teachers also need to know how to gather the assessment information that other stakeholders require, and how to pass it on in ways that are consistent with, and supportive of, student learning.

Assessment-capability



School leaders need assessment capability so that they can establish goals and expectations, provide appropriate support and feedback for classroom teachers, plan assessment-related professional development, recognise the implications for assessment of other professional learning, ensure that teachers have the resources they need for their assessment programme, and provide additional support for students whose achievement is lagging behind. Principals do not have to have all the expertise, but it is important that they show by their actions and words that assessment matters, and that they position themselves as learners alongside their colleagues.

Directions for Assessment in New Zealand (DANZ) (2007) | <https://assessment.tki.org.nz/Assessment-for-learning/Assessment-position-papers-readings-andresources>

Assessment-capability



For parents to support their children's learning, they need quality information about where their children are at, what progress they have made, and what the priorities for further learning are. They should know, for example, the levels that their child has reached and the progress they are making in comparison with expected standards and with their peers. This information should be shared as part of a reciprocal flow of information in which parents also share their knowledge and understanding of their child with the school. Schools can encourage reciprocity by ensuring that the information they make available to parents is clear, contextualised, and not harmful to motivation, and by checking that parents understand its meaning.

Directions for Assessment in New Zealand (DANZ) (2007) | - <https://assessment.tki.org.nz/Assessment-for-learning/Assessment-position-papers-readings-andresources>

Assessment-capability



Assessment literacy is about the knowledge and skills teachers and students need to gather dependable informal and formal information about a student, or group of students' learning, and use it to respond to current and future learning needs.

(AfL Teacher and Student Capability matrix, Evaluation Associates)

Once again – it's about impact and adaptation to ensure progress and achievement for all.

The Companion Guide

When and how do I/we ask students or parents about what matters to them?

How might I/we listen more to the views of students and parents/whānau?

What information do students and parents/whānau most want? How do I/we know?

What information about students' learning outside of school would be useful to gather from parents/whānau?

In what ways might students and parents/whānau contribute to assessing key competencies or capabilities?

Encourage students to ask...

What do you wish teachers knew about you?

What do you know about how you learn?

What do you know about what you need to learn next?

What do you want to learn more about?

How do you know when you have learnt something?

How would you like to be more involved in showing teachers and others what you know and can do?

Encourage whānau to ask...

What do you wish teachers or the school asked you about your child or your family/whānau?

What matters most to you about your child's learning?

How would you like to know about, or be involved in, gathering and interpreting assessment information about your child's learning?

Activities

How can you foster conversations that will build authentic partnerships with your whānau, hapū and iwi?

...to truly find out what your community want:

- you to know about their children
- their children to be learning
- to see in terms of how their children are progressing and achieving
- to contribute to the progress and achievement picture of their children



Karakia

Kua tae te wā mō te whakairi te kete.
I te kete kōrero, i te kete whakaaro.
Hei tiki atu anō mā tātou.
Pou hihiri.
Pou rarama
Pou o te whakaaro
Pou o te tangata
Pou o te aroha
Te pou e here nei i a tātou
A haumi e
Hui e, Taiki e!

*The time has come to gather one's
thoughts
The kit that contains discussion, and
thought of the day
So that we may use again as future
enlightenment
Ideology
Values enlightenment
Innovative thinking
Human support
Support affection charity
The values which bind us together
It is complete*