Looking at the connections & practices for assessment

Narrative Assessment: *Learning Journeys*
Digital Badges: *Graduate Profile- junior/senior NZC criteria*
Summative/Formative
student/teacher capability building

ORMISTON
JUNIOR COLLEGE
AUCKLAND

Context in curriculum development

- **Ākonga:** year 7-10 (Neuroscience of teenage brain)
- **Localised curriculum:** Values & Beliefs
- **Modern school environment:** collaborative spaces
- **Growth:** fast paced growing school: opened in 2017 with 120 students. 2025 now at 1445 & growing weekly. Over two thirds of both teaching staff and students new to OJC in past 2 years.

The WHY (and/also) of how we deliver & assess our curriculum

We wanted to:

1) have assessment to be personalised within a transdisciplinary curriculum
2) show the process of learning as well as the outcome
3) ensure we were robust in assessment processes/practices
4) ensure we met our values/beliefs around student-centered practices

Transdisciplinary Learning
investigating a topic, issue, question or problem from different disciplines which work together jointly to create new conceptual, theoretical, methodological, and translational innovations that integrate and move beyond discipline-specific approaches to address a common problem.
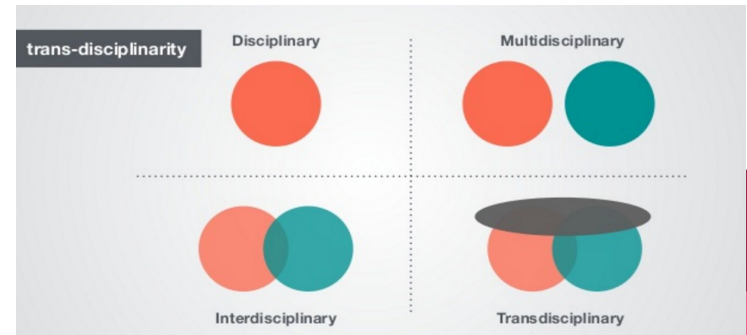
Defining our transdisciplinary approach to curriculum

defined as *"linking between learning areas, across learning areas and beyond learning areas"* (Marinova & McGrath, 2004)

"While the learning areas are presented as distinct, this should not limit the ways in which schools structure the learning experiences offered to students. All learning should make use of the natural connections that exist between learning areas and that link learning areas to the values and key competencies."

The New Zealand Curriculum, Crown 2007, Page 16.

Localised curriculum?

- **Our curriculum is based on the NZC and reflects the intentions to show the connections across all learning areas**

- **Our 'we believes' as leaders of learning around the delivery of curriculum influences the way in which pedagogy and AfL is delivered and engaged with by our learners in years 7-10.**

- **We needed to recognise and address the way the 'teenage brain' develops in our curriculum**

- **Thinking beyond the Physical Space:** A positive learning environment extends beyond the physical layout of the classroom; it encompasses the atmosphere, interactions, and overall feeling students experience

We Believe...

1. We believe all learners have an innate curiosity to make sense of the world they live in.

2. We value & believe in authentic & real world learning.

3. We value & believe in learning to learn.

4. We believe in kaitiakitanga: "what do we do when no one else is looking."

5. We believe in equity & value diversity in our community of learners.

6. We believe student agency prepares lifelong learners.

7. We believe in provocation, taking risks, & celebrating the zest in learning.

8. We believe in celebrating excellence - 'finding the genius in everyone'

9. We believe in the possibility of exceeding expectations/aspirations

10. We believe that success is personalised & growth is integral to excellence.

11. We value whanaungatanga and believe relationships underpin all learning.

12. We believe in a collective responsibility for whakawhanaungatanga through the actions we take.

13. We believe in the wellbeing of all learners & the environments that foster this.

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TARDIS- a transdisciplinary approach
Within a curriculum timetable

	MONDAY	TUESDAY	BIG WED	THURSDAY	FRIDAY
8:00 - 8:55	MAC / KAINGA PL	TAIP PL	STAFF MTG / LOL PL	WO / LABS PL	SOLE Catch Ups
9:00 - 9:15			MAC		TAIP
9:15 - 10:05	Kainga / MAC	MAC	TAIP	MAC	TAIP
10:05 - 10:45	LIT	LIT	TAIP	NUM	NUM
10:45 - 11:10	Interval	Interval	Interval	Interval	Interval
11:15 - 11:55	WO - AU	WO - AU	TAIP	WO - AU	WO - AU
11:55 - 12:55	NUM	NUM	HAUORA	LIT	LIT
12:55 -1:40	Lunch	Lunch	Lunch	Lunch	Lunch
1:40 - 2:55	TAIP	TAIP	TAIP	TAIP	Kainga / MAC
2:55 - 3:10			Assembly		

How does assessment fit this flexibility?

We developed an OJC Graduate Profile-Junior/Senior

**What did we want our learners to know/be able to do by (end of years 8 & 10)**

Skills, Knowledge and Dispositions that met:

- OJC Values- Excellence; Integrity; Innovation; Inspiration; Relationships
- NZC: KC's and Essence Statements
- 21st century Fluency Language, and Transdisciplinary skills embedded
- New digital technologies curriculum
- Building intrinsic motivation
- Building student agency
- Levels of Achievement: The 3 E's Emerging, Effective, Exemplary

Graduate Profile- through digital badging

We built our graduate profile to look at the key competencies, 21st C learning and NZC descriptors/achievement objectives. We developed our set of "We believes" and practices to meet these needs to best support our learners through a social, emotional and academic curriculum. Students regularly collect evidence of learning and pitch for a level at milestone times in the year, as well as when they are ready. We build,full days into our timetable for this.
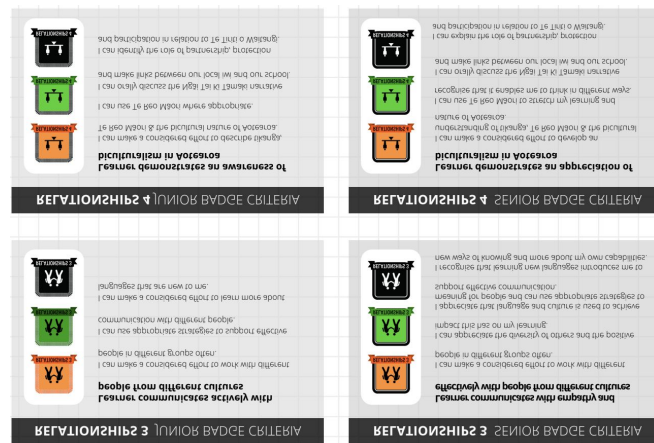
Narrative Assessment:Learning Journeys (progress & student agency)

Learning journeys are a narrative story of student progress in learning (think learning stories from Te Whāriki) and a way to show progress in students agency and understanding of where they sit across the curriculum.

Where are we? where do we need to get to? and how do I get there?

Requires explicit connections to learning habits and dispositions for students to build capabilities in self assessment

Explicitly taught and reflected on
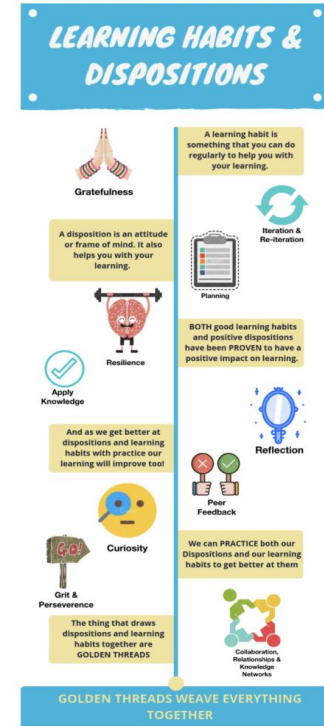
Assessment at OJC-triangulating standardised

The margin of error is a statistic expressing the amount of random sampling error in the results of a survey (+ & -)

Twice a year students will complete an e-asTTle standardised assessment. They will learn to know where their gaps are, what they have achieved and what they need to achieve

Overall

This student 1358 ±28

Rasch model analysis allows researchers to use a respondent's raw test or scale scores and express the respondent's performance on a linear scale that accounts for the unequal difficulties across all test items and shown as a scale score.

aRs

- 1700
- 1600
- 1500
- 1400
- 1300
- 1200
- 1100
- 1000
- 900

NZ Mean
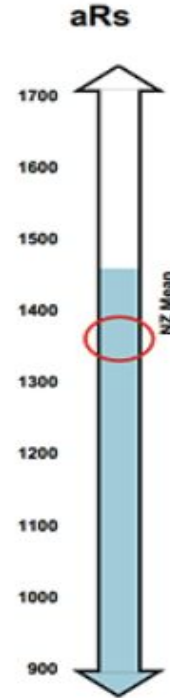
How to read the asTTle results-building student & teacher capacity

Strengths

- Test items that the student got unexpectedly correct.
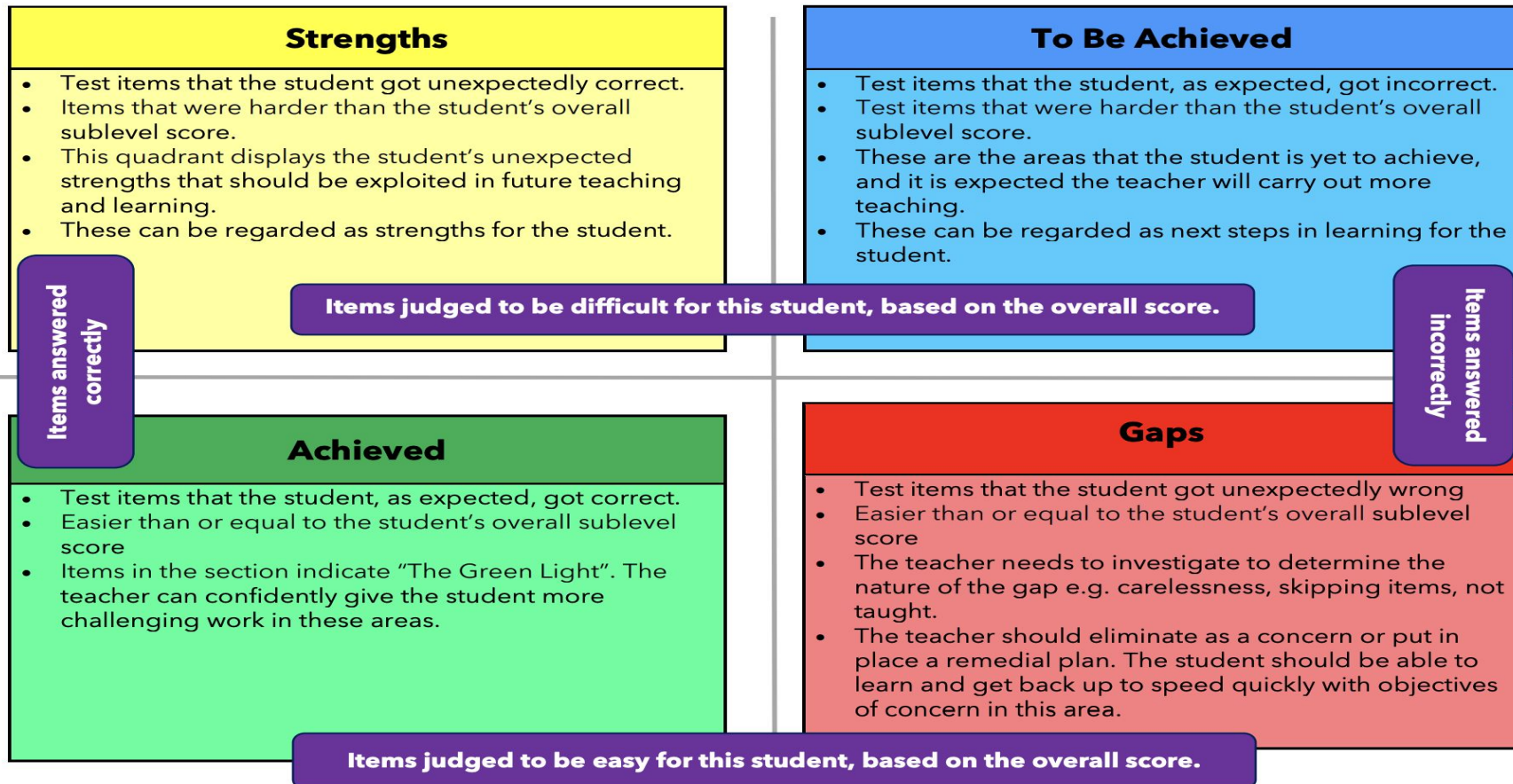- Items that were harder than the student's overall sublevel score.
- This quadrant displays the student's unexpected strengths that should be exploited in future teaching and learning.
- These can be regarded as strengths for the student.

To Be Achieved

- Test items that the student, as expected, got incorrect.
- Test items that were harder than the student's overall sublevel score.
- These are the areas that the student is yet to achieve, and it is expected the teacher will carry out more teaching.
- These can be regarded as next steps in learning for the student.

Items answered correctly

Items judged to be difficult for this student, based on the overall score.

Items answered incorrectly

Achieved

- Test items that the student, as expected, got correct.
- Easier than or equal to the student's overall sublevel score
- Items in the section indicate "The Green Light". The teacher can confidently give the student more challenging work in these areas.

Gaps

- Test items that the student got unexpectedly wrong
- Easier than or equal to the student's overall sublevel score
- The teacher needs to investigate to determine the nature of the gap e.g. carelessness, skipping items, not taught.
- The teacher should eliminate as a concern or put in place a remedial plan. The student should be able to learn and get back up to speed quickly with objectives of concern in this area.

Items judged to be easy for this student, based on the overall score.

How do we build these connections as teachers?

The way we embed our practices based upon what we believe is important for our learners and pedagogies we know work well in a relational curriculum

All learning coaches have a MAC (Mentor, Advisor, Coach) group of 18-19 students with them daily for about an hour to learn these skills to support across curriculum classes. Every teacher is a MAC so we utilise this platform for our biggest push in any PL and understanding

Big Rocks (developed then explicitly taught PL to staff): are the terms we use to develop capabilities to notice and respond to students and weave our PL for staff capabilities.

Connecting practices for success through professional Learning

Powerful practices:-explicitly developed practices (Reflective practice; mini lessons; learning conversations; knowing & growing) unpacked and used as PL for staff building capabilities & consistency in practice led by **LD's (learning designers)**

Kaingā MAC curriculum: (Turangawaewae; Relationships; Pathways; Positive emotions; Metacognition; Leadership; Change; ongoing student voice) unpacked and explicitly used as PL for whole school learning led by **KDs (Kaingā designers)**

Navigation themed Mentor Advisor Coach model (MAC): Navigating self, others & beyond building a social, emotional and academic curriculum for a personalised approach and as student agency builders
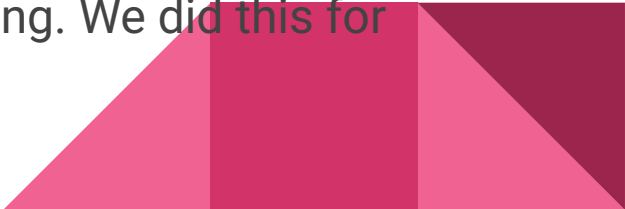
Standardised assessment capabilities

Building staff capabilities: must see relevance and purpose to inform teaching and learning PLUS understand what the data is telling them

Building student capabilities: through understanding how to sit an asTTle test; how to annalyse how they did. No point in the test if the students do not know how to interpret it.

Parent evenings: Building parent/whanāu connections and understanding. This year we have run an introduction to new families about what the localised curriculum looks like and what their children will be learning. We did this for Math/Literacy/Whanāu Ora/TAIP.

Noticing and responding Formative Practice

[Learning Designers](#)

[Kaingā Designers](#)

[Lab example](#)

Summary- NZAI principles, practice & proof
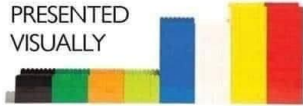

DATA
SORTED
ARRANGED
PRESENTED VISUALLY
EXPLAINED WITH A STORY

<u>Principles, Practices & Proof:</u> what are we doing that supports these fundamental and formative understandings