takk for invitasjonen til å komme til oslo

Jeg ser frem til å lære med deg
Introduction

• Scotland and Norway - two countries with much in common?
• Why Self Assessment and Self Regulation matter
  - making a real difference to children's learning
  - deepening our understanding of how to bring innovation and change into closer alignment

Sharing thinking from Scotland about what might get in the way of realising our aspirations to bring curriculum and assessment together in Curriculum for Excellence – bear traps?
Why self assessment and self regulation matter?

• **Innovation commonly begins with big, exciting ideas**
  – Assessment for Learning and its potential impact on learning
  – Black & Wiliam (1998) focus on sharing learning intentions, questions, feedback, self and peer assessment

• **In Scotland following national AifL project changes taking place.** Politician describes AifL as 'a quiet revolution in Scottish Education'. School Inspectors 'all schools influenced by AifL' External evaluations very positive (Hallem et al; Condie et al)
  – A pattern emerging - some schools more effective than others 'The Spirit and the Letter' (Drummond and Marshall)

• **What made the difference?**
• Why Self Assessment and Self Regulation matter
  - making a real difference to children's learning
The definition developed at the Third International Conference on Assessment for Learning (2009) held in Dunedin, New Zealand was

‘Assessment for Learning is part of everyday practice by students, teachers and peers that seeks, reflects upon and responds to information from dialogue, demonstration and observation in ways that enhance ongoing learning’.

More than that........

Assessment and Learning Ed Gardner (2012)
What should it be like to learn in an AfL classroom/school?

In theory...........

James & Peder. ‘When students:

(i) individually or collaboratively, develop the motivation to reflect on their previous learning and identify objectives for new learning;

(ii) when they analyse and evaluate problems they or their peers are experiencing and structure a way forward; and

(iii) when, through self-regulation, they act to bring about improvement.’.

Sebba, Assessment for Learning experiences in selected OECD countries

(iv) learners themselves would become ‘agents of change in their own schools’
Can pupils really be involved in AfL?

• Hayward refers to Leitch et al (2007) TLRP - Article 12 of the UN convention on the Rights of the Child to examine students’ participation in their own assessment.

• Children and young people are more than capable of contributing to significant discussions about learning, teaching and assessment and become actively engaged provided that they are given real opportunities to participate in classrooms.

• Real opportunity means

  an opportunity to express their views (Space),

  the expression of their views should be facilitated (Voice),

  they should be listened to (Audience) and, as appropriate,

  their view should be acted upon (Influence)
In practice.....

- Hayward et al (2008) Children's views as part of wider government funded research project
- Primary schools in one medium sized Scottish town
- Conversations recorded, transcribed and analysed (NVivo) themes identified
- Illustrations of themes presented here
What matters to learners in what they are learning?

Choice Matters - More than knowing learning intentions - sharing

‘Say if our teacher chooses our topic, like castles that we did last term, we got to choose what we are going to learn about it and where we were going to do it and where we were going to get information from.’

‘If we do what we want to do, then we’ll learn it better but if it is all the teacher’s idea, then maybe we’ll say, hmmm…..’

‘.......So that next year they can make it better, they can make lessons more interesting’ and

‘They can improve on what we think is not very good’.
**Choice - different in different classrooms**

**Broad interpretation of choice**
- half of each school day over most of the school year was devoted to projects identified by pupils
  
  ‘We get personal projects from the beginning of the year until about past half way and you think of any subject you want…it has to be something you don’t know anything about, you need to learn about it…’

**Choice linked to particular activities**

‘I liked it when we were doing our glass paintings because we brought in jars and we got to paint them and outline however we wanted and got to paint them all different colours….’

**Little choice less positive responses**

‘We just got put into a pair and she’d had the pictures in a folder and she’d give you the article and you’d have to put the front page or the sports page or whatever you would be doing and you had to get it to look just as same as the front page.’
In theory.....James & Pedder, Black & Wiliam

- Living the spirit of Assessment for Learning
- Learners become autonomous, independent and active
- Sophisticated models of self and peer assessment lie at the heart of that process.
- Involving students in choosing to reflect on their learning and to link that to new learning objectives, to their analysing and evaluating problems for themselves or for others in their class and then taking action to improve their own learning.
What matters to learners when learning and judging progress?

In practice.......

• Teachers matter - a mixture of tradition and innovation

‘On the board .....it should tell us exactly what we are learning about ....Angles.... and then underneath what we’re learning about them’

‘...see why we needed success criteria for our work, I thought I did well in that because I did everything......

When discrepancy between success criteria and learners’ performance, learners identified a need for them to take action.

‘You look at what you need to improve and think..... what am I going to do about that?'
• Learners emphasised the importance of teacher explanations in supporting their learning but most commonly effective learning was linked to peer explanations.

• Children liked to learn from one another and peer assessment and peer support were often closely linked in children’s responses. Peer explanations were perceived as good learning both for the child offering the explanation

‘I like the explaining as well, it helps you learn...’

and for the recipient of the explanation

‘I would work with Liam because I sit right beside him and usually if I get stuck I just talk to Liam because usually he’s near the same questions as me, we’re in the same level and I find it a bit easier because he knows what we’re trying to do....’
Self Assessment and Self Regulation

....... are the spirit of Assessment for Learning

Dependent on

the extent to which learners are really engaged in learning and that begins from
co- construction of the curriculum

the creation of a classroom community where all are learners contributing in different ways,
where teachers have a deep understanding of curriculum and assessment

where peer assessment amongst learners provides the framework for the development of
deep self assessment and self regulation

in a climate where there is a willingness to be open to the ideas of others, to seek to
work together to improve learning
Why Self Assessment and Self Regulation matter

- deepening our understanding of how to bring innovation and change into closer alignment
New understandings of change processes

- Projects successful in their early phases often fail to be successfully expanded or sustained
- Different models of change
- Examples of previous models in Scotland (all well intentioned) DTIP; ATIS; TSOT; NMTQMIM
- Change is under designed (Gardner, Harlen, Hayward & Stobart - Developing Teacher Assessment - ARIA project)
- Why did AifL make a difference? (Hayward & Spencer, 2012) Change with Integrity: Educational Integrity, Personal and Professional Integrity, Systemic Integrity
Innovation that leads to meaningful change depends on

- the extent to which all partners are really engaged in learning and that begins from co-construction of the project, identifying shared aims (politicians, policy makers, teachers, learners, parents....)

- the creation of project communities where all are learners contributing to common aims in different ways

- the recognition that collaboration including peer assessment provides the framework for the development of deep self assessment and self regulation to support changed practices

- the courage to face challenges openly, to collect and use evidence to inform action
What might get in the way? The art of avoiding bear traps
Sharing thinking from Scotland about what might get in the way of realising our aspirations to bring curriculum and assessment together in Curriculum for Excellence – bear traps?

What it is to be an educated Scot in the 21st century?
Values of the Sottish Mace - Justice Compassion Integrity Honesty
Exciting new curriculum with strong support across communities
Many schools developing innovative curricula, greater learner engagement

Where are the bear traps and how do we face up to them?
Trap 1 Recluttering the curriculum

- Overly linear
- Driving up standards dream
Trap 2 Level obsession

- Danger of all discussion focusing on detail of level judgement.
- How to support the learning of all learners – evidence of impact of labelling on specific groups of learners
Trap 3 Accountability

• Possible tensions between aspirations of CfE and accountability systems

• Evidence that any assessment system that attempts to serve too many purposes will drive out formative purposes

• Reflect on what we want to do and link actions to intentions – anticipate impact
Trap 4 The devil in the detail

- Danger of becoming too specific
- Too detailed rubric leading away from best fit
- Too specific on numbers of pieces of work in a folio leading to minimalist approaches to evidence collection rather than personalised approaches ie according to the individual
Trap 5 Separating assessment from curriculum

- Reliance on standardised tests for data
- Detracting from emphasis on professional learning/judgement
- Evidence collected not related to CfE
Trap 6 Assessment literacy

• Imagining we share understandings of common language of assessment

• Underestimating the task to be undertaken to develop a more assessment literate society

• Overestimating the task to be undertaken to develop a more assessment literate society
• How might we develop and sustain a closer alignment between our aspirations and the reality of enhancing the educational experiences of every child in 21st century Scotland?

• Evidence base from three main strands
  – Policy – to explain (the aspirations and the context)
  – Practice – to illuminate (the progress and the tensions)
  – Research – to explore (the relationship between research and practice) and to offer options to policy and practice (for improved alignment)
A recent example - Assessment at Transition

- Hayward et al (2012)

Research Perspectives:
- Literature Review: building on a review carried out for SQA (Spencer, 2009) with analysis of a further 70+ articles to address key questions

Practice Perspectives:
- 4 school clusters in different EAs & contexts (25 primaries, 4 secondaries)
- Interviews with 28 P7 teachers, 30 S1 teachers, 18 primary HTs, 9 primary DHTs, 8 secondary DHTs, 4 secondary HTs, 4 LA personnel
- Pupil focus groups involving 106 P7 pupils and 33 S1 pupils
- Participation / observation in meetings
- Review of local documentation

Policy Perspectives:
- Review of BtC5 and associated documentation
- 3 iterative seminars with key policy representatives: Scottish Government, Education Scotland, ADES, local authorities, SLS, EIS
Learning to avoid bear traps

• Investigations to inform action - What collectively do we want to do, eg, build trust in teachers' professional judgement? Develop more intelligent systems of accountability?

• Project evidence is used in a variety of ways - to inform new practices in schools and classrooms, to identify areas for further investigation and to change policy

• Policy an iterative process where researchers, policy makers and practitioners work together
AfL - a wolf in sheep's clothing

• Despite its gentle exterior, its focus on subtle changes to existing classroom practices, Assessment for Learning is radical.

• In spirit (Marshall & Drummond, 2006), it is a vehicle for socio-cultural transformation where learning becomes much more of a community endeavour.

• Different power relationships within classrooms, schools and wider educational and social communities and changes to the ways in which curriculum, pedagogy and assessment play out in schools and classrooms.

• The quiet voices of learners and parents will become louder and more influential
Learning, Learners and Assessment
Self Assessment and Self Regulated Learning

Action in classrooms
  In schools
  In local communities
  In research
  In policy

If we share a commitment to offer every person a better life chance then we have no alternative