

Programme at a Glance

8.30-9.00am	Registration / Arrival tea and coffee Rēhita / Taenga mai	Gymnasium
9.00-9.15am	Welcome Mihi Whakatao	Gymnasium
9.30-10.15am	Keynote Speaker/Kaikōrero Matua: Unpacking selected assessment trends and associated practice dilemmas Rosemary Hipkins (MNZM)	Gymnasium
10.15-10.45am	Morning Tea	Gymnasium
10.45-11.30am	Interactive Workshop 1: Professional practice Papamahi Tauneke 1: Ngā Tohunga <i>(see separate listing over page)</i>	Breakout Rooms
11.30-12.15pm	Interactive Workshop 2: NZ Assessment Research (of relevance across the sector/ system) Papamahi Tauneke 2: Rangahau <i>(see separate listing over page)</i>	Breakout Rooms
12.15-1.00pm	Lunch	Dining Hall
1.00-1.45pm	Interactive Workshop 3: Central Agency information and assessment-related resources Papamahi Tauneke 3: Te Waha o te Ika <i>(see separate listing over page)</i>	Breakout rooms
1.45-2.30pm	Interactive Workshop 4: Learner (primary to post-secondary) perspectives on assessment Papamahi Tauneke 4: Ākonga ki Tauria <i>(see separate listing over page)</i>	Gymnasium
2.30-3.00pm	Afternoon Tea	Gymnasium
3.00-3.30pm	Plenary: Workshop report back Hui - Whakahoki Kōrero	Gymnasium
3.30 -3.45pm	NZAI implications going forward NZAI - He ahu ki mua Jenny Poskitt	Gymnasium
3.45-4.15pm	Wrap up / Poroaki	Gymnasium

Workshop Descriptions

Interactive Workshop 1

Professional Practice / Research Presenters

Response to intervention through literacy and assessment

Jon McDowell, Matt Malone and Nick Ryan, St Bede's College

1

Synopsis: *St Bede's College has implemented a Response to Intervention framework as we focus on raising achievement through high quality teaching and learning of literacy. This workshop will provide an overview of our RTI programme with practical examples of how teachers and students are using assessment for learning to inform teaching, learning and progress monitoring.*

Student graduate profile – powerful pathways for teaching, learning and assessment

Noula Markham and Michelle Urban, Cobden School

2

Synopsis: *Over several years of strategic and sustained PLD (that emphasised the front end of the NZC), a co-constructed Graduate Profile emerged. This became our game changer.*

Improving Hornby High School's cultural and assessment capability – how are we going?

Robin Sutton, Hornby High School

3

Synopsis: *"How we are going" in assessing against our clearly defined vision and goals? This brief presentation outlines the Hornby High School story of improvement 'so far', the hallmarks of which to date have been striving for clarity, empowerment, and the development of cultural and assessment capability.*

Interactive Workshop 2

NZ Assessment Research

Monitoring students' achievement outcomes across the New Zealand Curriculum: Lessons for educators

Alison Gilmore, NMSSA Research

1

Synopsis: *Since 1995, New Zealand has monitored student achievement across the New Zealand Curriculum (NZC). This presentation highlights the key features of, and lessons from, the National Monitoring Study of Student Achievement (NMSSA) relating to achievement, progress and factors that influence these. What are students, teachers and principals telling us?*

Teacher judgments in assessment: are they dependable?

Charles Darr, Doctoral Research

2

Synopsis: *This presentation will look at the research on teacher judgments in the context of assessment and examine what we know about their dependability. The presentation will explore some of the things that can compromise the quality of judgments as well as look at some ways they can be supported.*

Workshop Descriptions

Interactive Workshop 3

Central Agency Information and Assessment

Putting the child at the centre when thinking about assessment

Stephanie Greaney, ERO

- 1 **Synopsis:** *Assessment is more purposeful when leaders and teachers are clear about how children will benefit from the task. Teachers, parents, leaders and trustees can then also use the information from such assessments. ERO will share resources and insights about the assessment practices seen in schools to illustrate purposeful assessment processes.*

What can we learn from the new Teaching, School and Principal Leadership (TSP) Survey Tool?

Sue McDowell, NZCER

- 2 **Synopsis:** *The TSP provides New Zealand's first national picture of teaching and school practices, and principal leadership in English-medium schools. Looking at the national data that is generated by the tool, what are our strengths and areas for improvement?*

Good assessment design: The overarching principles of good assessment

Kevin Hoar, NZQA

- 3 **Synopsis:** *Good assessment can improve both students' learning and teachers' teaching. What makes an assessment worthy of this? What makes an assessment fit for purpose?*

Interactive Workshop 4

Learner Perspectives on Assessment

Student perspectives on assessment

- 1 **Synopsis:** *Come and hear student perspectives, and discuss the implications for our learning, teaching, curriculum and assessment practices.*