

Programme at a Glance

8.30-9.00am	Registration / Arrival tea and coffee Rēhita / Taenga mai	SSLB Foyer
9.00-9.15am	Welcome Mihi Whakatau	SSLB 1
9.30-10.15am	Keynote Speaker/Kaikōrero Matua: Unpacking selected assessment trends and associated practice dilemmas Rosemary Hipkins (MNZM)	SSLB 1
10.15-10.45am	Morning Tea	SSLB Foyer
10.45-11.30am	Interactive Workshop 1: Practitioner focus 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	SSLB Foyer
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>	SSLB 1
2.30-3.00pm	Afternoon Tea	SSLB Foyer
3.00-3.30pm	Plenary: Workshop report back Hui – Whakahoki Kōrero	SSLB 1
3.30 -3.45pm	NZAI implications going forward NZAI - He ahu ki mua Jenny Poskitt	SSLB 1
3.45-4.15pm	Wrap up / Poroaki	SSLB 1

Workshop Descriptions

Interactive Workshop 1

Practitioner Focus	
1	<p>Assessment practices informed by an understanding of how students think and learn Angie Baines and Kelly Pfeffer, PNBHS</p> <p>Synopsis: <i>Looking at how feedback and feed forward encourages students to take ownership of their learning. And also, looking at how small formative assessment tasks can be used as a learning tool, as well as a way to know where your learners are at.</i></p>
2	<p>Moving learners from passive to active Sue Fergus and Sasha Hancock, Toko School</p> <p>Synopsis: <i>A shift of focus from curriculum type target goals to learner agency - and all that that beast entails. Unpacking how teaching inquiry leads this change.</i></p>
3	<p>Assessing with the 'Whakarongo Kid' Lisa Cuff and Ana Matangi, Whakarongo School</p> <p>Synopsis: <i>The Whakarongo Kid is Whakarongo School's approach to the key competencies. This session will explore the Whakarongo Kid and the school's journey in building purposeful, ongoing assessment of the Whakarongo Kid with their learners.</i></p>

Interactive Workshop 2

NZ Assessment Research	
1	<p>Where am I and where am I going with my writing? Heather Lankow, Master's Research</p> <p>Synopsis: <i>Empowering students as assessors by teaching the skills of self-assessment using rubrics, and in doing so, increasing students' awareness of their achievement and their ability to identify next steps.</i></p>
2	<p>Assessment and transition to school Monica Cameron, Doctoral Research</p> <p>Synopsis: <i>A summary of doctoral findings related to assessment of four-year old's and their transition into school - implications for sharing, and learning from, assessment information at transition points in education.</i></p>
3	<p>21st century education needs 21st century assessment methods Sue Lynch, Master's Research</p> <p>Synopsis: <i>This session will look at rethinking/redesigning assessment to fit with digital technology and 21st century skills.</i></p>

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.*

Assay analysis of NCEA

Jason Stevenson, Edge Solutions

2

Synopsis: *Analysing by individual student, class, subject, department and school wide to inform what matters for learning.*

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

Jo MacDonald, NZCER

3

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.*