Examples of assessment and school development

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The individual development program

IEP
The development dialogue
– a starting point

- A three part discussion about how the students ongoing learning may be supported and about in what way each part may contribute and be responsible for
General advises (IEP)

Aims

- Increase knowledge and impact on learning
- Increase the possibility of responsibility
- Concrete description of support
- Strengthen participation
- Strengthen continuity
General Advices (IEP) for the content

- Build on the students’ strength, abilities and interests
- Express positive expectations
- Build on assessments from social and cognitive development
- Relate to national goals
General Advices (IEP) for the content

- Short and long term goals
- Agreements between teacher, student and parents
- No integrity issues
Critical friends

Learning meeting
Aims

- To learn from each other
- To exchange knowledge
- To analyse classrooms situations
- To challenge each other
- To develop good quality learning for the students
Before the visit

- Planning meeting
- Quality reports, school-plans, IEP etc. will be presented
- Questions will be formulated
- Concrete planning – when, how, what?
During the visit

- Stay for about a week
- Discussions with the teachers
- Observations in the classroom
- Interviews – teachers, pupils, parents
During the visit

- Participation in team meeting, pupil meeting
- Reflections together every day
- Documentation every day
After the visit

- Discussions and reflections together
- Documentation
  - What are the strength in what we observed?
  - What can be better?
  - How do we go along?
Experiences

- Critical friends – tools for quality improvement
- Communication for quality improvement
- Pedagogical documentation for quality improvement
Pedagogical quality in school - PQS
Aims

- Method of assessment
- Physical and pedagogical assumption
- Support learning and teaching progress
- Support for development work
- Support for parent information
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<td>- Organisation and competence</td>
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High quality means

- The objectives are defined
- The organisation is flexible
- Variation in the materials
- Cognitiv, social, ethnic and cultural objectives
High quality means

- The relations between students and students/teachers reflect the work
- The physical rooms are utilized in various way to improve learning progress
The “exception rule”
The “exception rule”

- If there are specific reasons the teacher may when awarding grades disregard single goals that the pupil should have attained by the end of the ninth school year.

- Specific reasons include a functional disorder or other similar personal conditions that are not temporary and constitute an immediate obstacle for the pupil to attain a certain goal.