



University  
of Glasgow

Celebrating Social Justice Research in Education

# Collaborative Schooling for Change: the CAMAU project

Professor Louise Hayward

Dr Kara Makara



**UGEAN**  
Shaping Assessment Futures

**INSPIRING  
PEOPLE**





University  
of Glasgow



When people think of assessment, what first comes to mind?



Judgement?



Categorising  
or Sorting?



Progression?

# University of Glasgow Educational Assessment Network: Shaping Assessment Futures

## Research to Make a Difference

### What do we do?

- Transform Assessment to become fit for the 21<sup>st</sup> century
- Aligning Curriculum, Pedagogy and Assessment
- Promote justice for every learner: assessment as a social good

### How do we do it?

- Work with young people, teachers, parents, policy makers and researchers nationally and internationally (collaborative research methodology)
- Align research, policy and practice (research/policy/practice evidence)

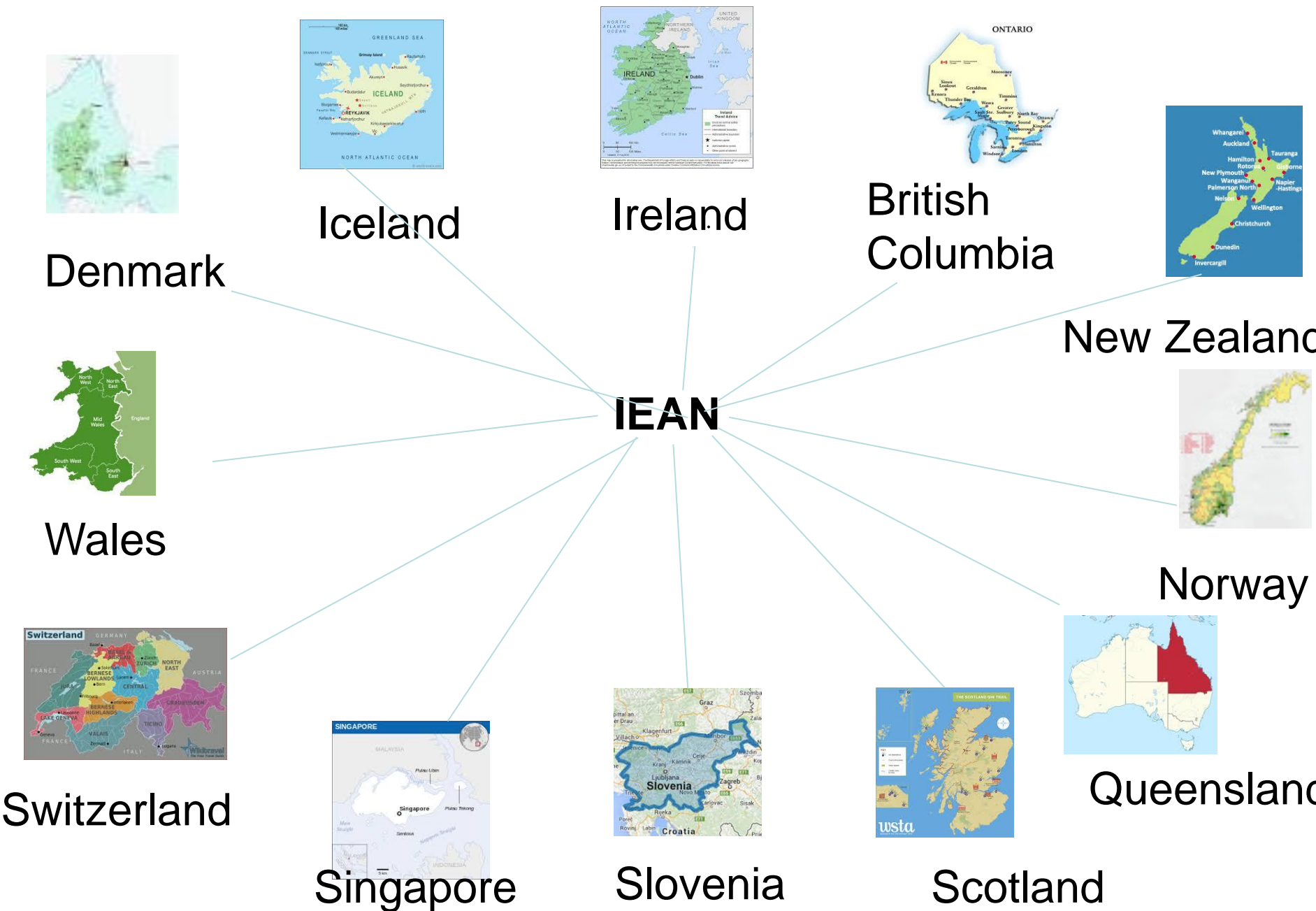
#### For more information:

<https://www.gla.ac.uk/schools/education/research/researchcentreshubsandnetworks/ugean/aboutthenetwork/>



**UGEAN**  
Shaping Assessment Futures

# International Educational Assessment Network (IEAN)





## The Curriculum for Wales

Major Educational Reform in Wales: including Curriculum, Pedagogy, Assessment, Teacher Education

### A Change Challenge

- Significant Cultural Shift: from hierarchical system to one that is co-constructed - designed on principle of subsidiarity

### An Assessment Challenge

- Major Assessment Change from a culture focused on judgement and categorization to one where assessment is focused on learning and progression



Dilyniant Dysgu i Gymru | Learning Progression for Wales

What did we do?

## 5 Research Questions

- How might curriculum, progression and assessment be conceptualised and developed in this context to promote better alignment between research, policy and practice?
- In what ways do models of curriculum progression relate to progression in learning derived from empirical evidence within classrooms?
- To what extent, and in what ways, is it possible to conceptualise assessment as the use of evidence to enable future learning, as ‘progression steps’, rather than as a summary of past achievement?
- What implications arise from the CAMAU work with Areas of Learning and Experience that will be essential to consider in the next phase of the programme (i.e. implications for professional learning)?
- What implications arise from this exploratory partnership project for research, policy and practice in Wales and beyond?

## Phase One: Building and using an evidence base

### Adopting approach of 'Participatory Research' (Bergold & Thomas, 2012)

Teacher/Pupil Voice, Research Review, Policy Review

### Mabwysiadu dull 'Ymchwil Gyfranogol' (Bergold & Thomas, 2012)

Llais Athrawon/Disgyblion, Adolygiad Ymchwil, Adolygiad Polisi

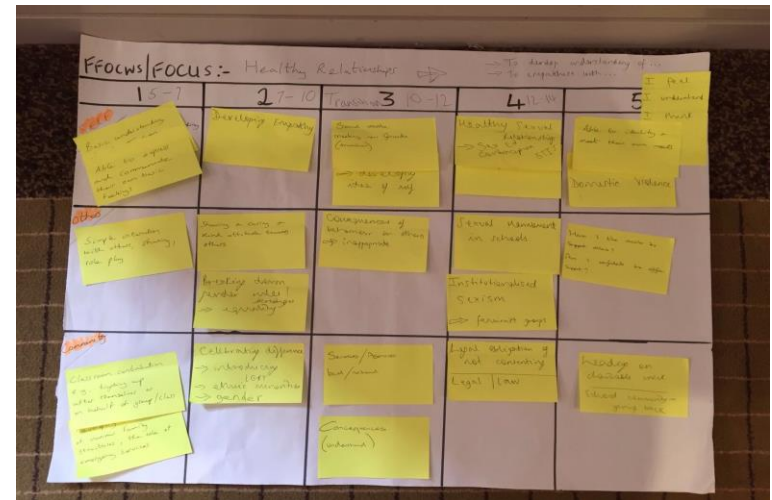
- **Practice Review:** Exploration of ways of having teachers and young people describe their understandings and experiences of progression
- **Research Review:** Rapid but rigorous review on learning progression (including within disciplines), including professorial consultant input
- **Review of National Frameworks:** Reviewing frameworks from countries/nation states with similar curricular aspirations and some consideration of bi-lingual/multi-lingual context



## Phase One: Building and using an evidence base

Regular workshops with teachers, researchers and policy makers

Initially, progression described in terms of tasks and activities rather than progress in learning



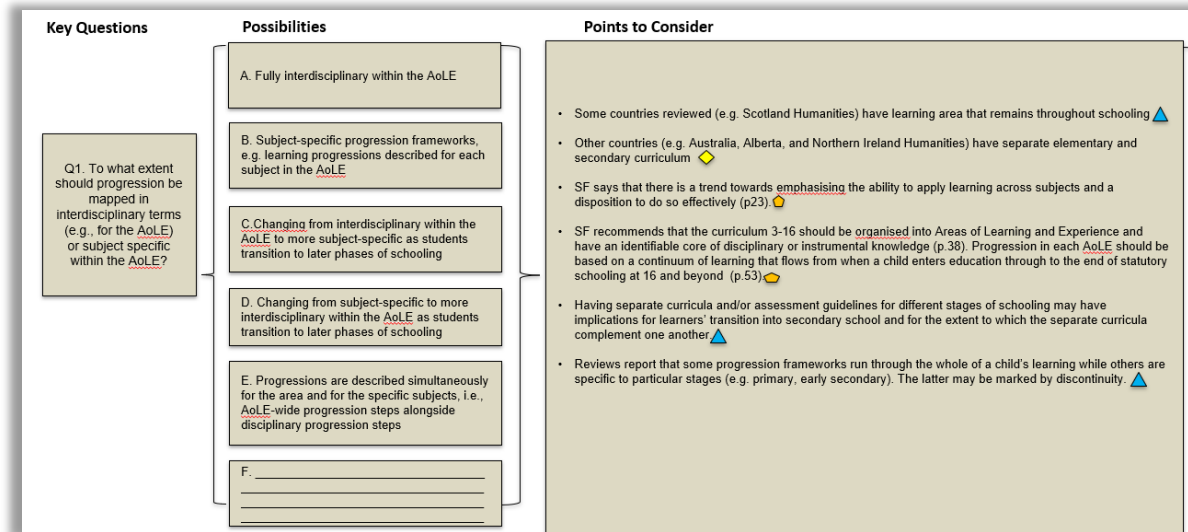
Structured tasks and discussions provided time and space to shift to a focus and shared understanding of learning progression

## Phase One: Building and using an evidence base

How to use the extensive evidence base to inform thinking and consensus regarding what progression should look like?

### Decision Trees

Mediating artefacts to scaffold thinking through framing questions, options, and opportunities to augment evidence with expertise



Led to group proposals with rationale to explain/justify proposal

## **Phase Two: Gathering evidence with policy makers and practitioners**

Through survey and interviews, explored:

- What implications arise from the CAMAU work with Areas of Learning and Experience that will be essential to consider in the next phase of the programme (i.e. implications for professional learning)?
- What implications arise from this exploratory partnership project for research, policy and practice in Wales and beyond?

**CAMAU Interim Project Report (2018): Learning About Progression**  
<http://eprints.gla.ac.uk/163362/>

**CAMAU Project Report (2020): So Far So Good: Building the Evidence Base to Promote a Successful Future for the Curriculum for Wales**  
<http://eprints.gla.ac.uk/223822/>

## **Progression makes sense of Assessment for Learning**

- What next steps matter most for learning?
- Progression meets each learner where they are in their journey and avoids sorting the world into winners and losers....everyone is making progress
- Shifting assessment towards a force for social justice?

## **Co-constructed and collaborative approach**

- Co-construction enables a better understanding of a learning journey within a domain or across domains amongst learners, teachers, policy makers and researchers
- Ongoing professional learning, development, subsidiarity, and engagement key to sustainability
- Bringing closer the idea of a learning culture

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