



CIS-TAISi Teachers & Middle Management Conference Program - Feb 2011

DAY 1

Session one: What is learning?

The creation of a shared language is at the heart of all powerful developments, and in this first session we explored this concept by asking ourselves: What is learning? By the end of the morning we had examined together a definition of what learning is, taken from brain-based research, which has impacted how teachers around the world see their classrooms. We explored what this definition looks like in terms of knowledge, skills and understanding and have started to think about how these may be approached differently, taught differently and assessed differently.

Session two: Getting the big picture for assessment for learning and looking at the importance of learning outcomes

In this session we got to explore what assessment actually is and the different roles that it plays for both teachers and learners. We considered the key differences between assessment of learning and assessment for learning, whilst developing an overview of the latter, and identifying your individual assessment needs as well as those of your pupils. We looked at learning intentions and how these could play a critical role in the assessment cycle, by considering the questions that pupils might ask about their learning, such as: What am I going to learn? How will I know I have been successful in my learning? The answers to these demonstrated that students are more likely to take responsibility for their learning, and be able to transfer it from one context to another, when they understand what is required of them.

Session three: Success criteria

"If success criteria are used well, they will help pupils to identify evidence to show that they are closing the gap between where they were and where they want to be" Young 2005.

In this session we thought about why we should share success criteria with pupils and what this could look like in a practical learning situation. We explored what a rubric is and evaluated how these could be used effectively by both teachers and pupils. We learnt the difference between process and performance criteria and considered this in light of the impact it has on student learning.

Session four: The value of self-assessment

By the end of this session, we were able to define self-assessment. We learnt how, when used effectively, it could literally put the learner in the driving seat, whilst exploring the associated benefits of this to both teachers and students. We looked at 'learning advice' and considered how this could be incorporated when providing next steps for learning with pupils. We critically evaluated a variety of different strategies and had a go at writing personal targets for pupils, which would form part of the feedback loop.

At 5:30 pm we proceeded to Bangalore International School for a foot stomping musical extravaganza – 'en Vivo 2011' followed by a sumptuous dinner

DAY 2

Session one: The role of strategic questioning in assessment for learning

Questions are a fundamental part of the learning and teaching process, and during this session we considered how questions can be used as an assessment tool. We explored the Looking for Learning questions and saw how we could use them to promote thinking and learning. We looked at ways to encourage students to ask more questions and how we could respond to these to improve learning even further.

Session two: Effective teacher feedback and peer feedback

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Session three: Action planning and next steps

In this session we had some time to reflect on the past two days and consider how we could implement everything we had learnt in our own school context. The purpose of this was for each course member to identify and articulate the next steps for their school – it is hoped that this has become a practical tool which you have acted on when you returned to school, and has fed in to whole school improvement planning, staff meetings, professional development and learning opportunities.

We then broke into smaller groups in order to present individual action plans and next steps for leading in each individual school – this was very informal, and was presented to the group in a way which was most useful for you eg. as a mindmap, notes, action plan etc. There was an opportunity following each presentation for other group members to feedback any ideas, advice or suggestions that link to your next steps.

Questions and Evaluations

During this session we also asked participants to evaluate the learning that had taken place using the Looking for Learning questions, and asked them to provide feedback with their own ideas and suggestions to us.

We concluded with a Vote of Thanks

Course Facilitators

Kat Tucker



Katherine is a Professional Development Manager for Fieldwork Education, supporting and training schools around the world. Katherine has been involved in all aspects of supporting schools on their quests to improving learning.

Prior to taking up this post she has had over ten years of experience in education within the UK, Europe, Africa and the USA; as a classroom practitioner, a senior leader and an advisor. She has provided technical support to both government and non government agencies with a particular emphasis on improving learning through developing teacher training programmes across the globe.

As a lifelong learner, Katherine is currently completing her MA in 'Education in an International Context' with Bath University. She is particularly passionate about assessment for improving learning and developing international mindedness in students as well as making sure learning is fun, pupil-centered, participatory and enquiry driven.

Pam Mundy



Pam is an associate for Fieldwork Education, an independent early years and primary years consultant and co-director of Created Visions Consultancy. Previously a teacher, headteacher and general adviser for early years in West Sussex, Pam has most recently had experience of working with the NCSL (National College for School Leadership) to design and facilitate the Early Years Integrated Leadership Pilot programme. She has also worked with the QCDA on the development and writing of the 2008 version of the Early Years Foundation Stage Profile. She has provided support and challenge for DCSF (Department for Children, Schools and Families) designated local authorities in quality assuring their early years learning and observational assessment work. She has led and project managed the development of the EYFSP Moderator Accreditation programme for QCDA.

Pam has worked with other organisations on a range of conferences. Her most recent international work has been with the Egyptian Schools of Excellence, with GEMS Education Dubai, and with the Tokyo Association of International Pre Schools in Japan. She has also worked with Qatar University, Doha and schools in Singapore, Tokyo and Australia. She works as a freelance consultant for the BBC and Channel 4 television on a range of educational programmes. Pam is also working with the DCSF to build on from the early years principles towards an innovative and creative curriculum throughout the primary School. She leads programmes in early years leadership in a number of Local Authorities across the UK.