



NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH

TE RŪNANGA O AOTEAROA MŌ TE RANGAHAU I TE MĀTAURANGA

ASSESSING ADULT LEARNING

Literacy and numeracy competencies

Improving adult literacy and numeracy has been identified as crucial for boosting New Zealand's economic performance. The tertiary education strategy has focussed attention on assessment of learners in tertiary organisations and more recently, on learning that occurs in the workplace. This conference brings together practitioners, researchers and policy makers from across the tertiary and workplace learning sectors. It aims to add to the knowledge base about the assessment of adult learners' literacy and numeracy competencies in a variety of learning contexts. The conference will discuss the theoretical and research underpinnings of assessment and encourage debate about the pros and cons of particular forms of assessment. It will highlight issues for assessing Māori adult learners, and provide a behind-the-scenes perspective on the development of the Literacy and Numeracy for Adults Assessment tool.

The day will be facilitated by NZCER chief researcher Jennifer Garvey Berger, whose specialist research areas include adult development and professional learning.

Where: Holiday Inn, Featherston St, Wellington

When: 16 August 2010

Time: 8.30am–5pm

Keynote speakers

Rosemary Hipkins

Charles Darr

Juliette Mendelovits

Cheryl Stephens

Aroha Puketapu-Dahm

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Programme

- 8.30am **Registrations, tea and coffee**
- 8.45am–9am **Welcome and introduction – Robyn Baker and Jessica Hutchings**
- 9am–10am **Practitioners' panel: Charlie Hayward (Boating Industry Training Organisation), Dave Tout (ACER), further practitioners to be confirmed.**
Hear from a range of tertiary practitioners about their experiences of assessment.
- 10am–10.15am **Response to the panel – Jennifer Garvey Berger**
- 10.15am–10.45am **Morning tea**
- 10.45am–11.30am **Purposes of assessment – Rosemary Hipkins**
Assessment is so integral to education practice that it is easy to take its assumptions, processes and consequences for granted. This presentation will explore the very idea of assessment as worthy of ongoing and open debate. Shifts in practice have already occurred as a consequence of systematic rethinking of what assessment can be and is for, with associated impacts on teaching and learning. Using recent assessment reforms as examples, Rose will link ideas and practices in ways that empower teachers to make considered responses to what can feel like runaway change.
- 11.30am–12.15pm **Inside the assessment tool – Charles Darr and Juliette Mendelovits**
Good assessment items are made, not born. This session will describe some of the processes that typically go into developing strong and valid assessment, showing how an item emerges from rough draft, is panelled, pummelled and revised, and is submitted to multiple reviews and testing on the rack of the assessment framework, before undergoing a formal trial-by-learner: the field test. The second part of the presentation will explore how the new adult assessment tool uses computer adaptive technology to tailor each assessment to the achievement level of the learner, resulting in better targeted information. It will show how the tool constructs an assessment for a learner and then provides reporting that connects performance on the assessment to the adult learning progressions.
- 12.15pm–1pm **Discussion of morning session – Jennifer Garvey Berger**
- 1pm–1.45pm **Lunch**
- 1.45pm–2pm **Reflection on the morning, introduction to the afternoon – Robyn Baker and Jessica Hutchings**
- 2pm–3pm **Looking at assessment through a Māori lens – Cheryl Stephens and Aroha Puketapu-Dahm**
The tertiary sector defines and interprets assessment in many ways. Within Te Whare Wānanga o Awanuiārangi, as a kaupapa Māori tertiary organisation, the definition and interpretation holds significant weight. This ensures the perpetuation, sustainability and relevance to learning and teaching of mātauranga Māori within the course curriculum. It also ensures that Māori traditions of scholarship, which value critical thinking, integrity and excellence through transformation, are upheld and maintained in a unique and distinctive way that is responsive to a changing educational landscape.
In reflecting on their involvement in the consultation process and the trialling of the National Assessment Tool, members of Te Whare Wānanga o Awanuiārangi's Ako Tuapapa – literacy and numeracy team – reinterpret and redefine how and why they assess, using a culturally-based pedagogical approach.
- 3pm–4.15pm **Panel discussion – Peter Coolbear (Ako Aotearoa), Bronwyn Yates, (Literacy Aotearoa), Charles Darr and Rosemay Hipkins.**
This session will provide responses to the day from different perspectives. It is also the chance to discuss questions that have emerged during the day.
- 4.15–4.30pm **Concluding remarks – Robyn Baker and Jenny Whatman.**
- From 4.30pm **Drinks and nibbles**

About the speakers

Dr Rosemary Hipkins

Rosemary is a chief researcher at NZCER, with specific responsibility for research-practice links. She has a strong interest in educating for competencies, in school and beyond. Her current work includes ongoing research into curriculum implementation and associated assessment reforms such as the introduction of NCEA in the secondary school sector and professional competencies in the tertiary sector. She contributed to the development of the policy advice document, *Directions for Assessment in New Zealand*, and to the development of NZCER's latest assessment tool, *Science: Thinking with evidence*.

Juliette Mendelovits

After working as a secondary school English teacher, Juliette Mendelovits joined the Australian Council for Educational Research (ACER) in 1991 and is currently Lead Principal Researcher, Humanities and Literacy, in the Assessment and Reporting research programme. She is the co-ordinator for reading literacy framework and test development for the OECD's Programme for International Student Assessment (PISA) project and is leading the development of new literacy material for the Programme for International Assessment of Adult Competencies (PIAAC). Juliette is project director for ACER on the consortium that developed New Zealand's Literacy and Numeracy for Adults Assessment tool.

Charles Darr

Charles oversees NZCER's assessment development programme. He has experience in all aspects of the assessment development cycle, including the application of the Rasch Measurement model to test and survey design, and the design and development of online test administration, and reporting and analysis tools. He is NZCER's project director for the Literacy and Numeracy for Adults Assessment tool.

Cheryl Stephens

Te Arawa- Ngāti Hinekura, Ngāti Pikiao, Tūhourangi, Taranaki – Ngāti Ruanui, Te Atiawa.

Cheryl is the director of the National Institute of Māori Education, Te Whare Wānanga o Awanuiārangi. She has been involved in Māori education and Māori development for more than 30 years, including literacy and numeracy in schools and the tertiary sector. Her doctoral research focusses on the pedagogy of wānanga education and the impact of this on initial teacher education and classroom practice.

Aroha Puketapu-Dahm

Te Atiawa ki Te Upoko o Te Ika a Māui – Waiwhetu, Tūhoe – Ruapani ki Waikaremoana.

Aroha is the numeracy literacy project leader at the National Institute of Māori Education, Te Whare Wānanga o Awanuiārangi.

She has led the work of Ako Tuapapa (embedding literacy and numeracy) at Te Whare Wānanga o Awanuiārangi for the past year. She has also worked as a developer in the literacy and numeracy professional development team to the sector for the Tertiary Education Commission and University of Waikato. A key driver in the focus of her work is to find out 'what works' for Māori in this context.

Robyn Baker is NZCER's director and has a deep knowledge and strategic overview of the New Zealand education sector.

Dr Jessica Hutchings, Ngāi Tahu, Ngāti Huirapa, Gujurati Indian, is the manager of Te Wāhanga at NZCER and an experienced kaupapa Māori researcher.

Jenny Whatman is a senior researcher at NZCER and project manager for NZCER for the Literacy and Numeracy for Adults Assessment Tool.

More details and regular updates are available at: www.nzcer.org.nz/conference

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REGISTRATION FORM

Event: 8.30am–5pm, 16 August 2010, Holiday Inn, Featherston St, Wellington

Send or fax this form to Joanne Edgecombe by 6 August 2010

Assessing adult learning conference, PO Box 3237, Wellington 6140, Fax: 04 384 7933,

Name or names of those attending:

Organisation: _____

Postal address: _____

Email address: _____

Contact number/s: _____

Number(s) attending: _____ @ \$235 each (includes gst, lunch and a summary report)

Special dietary requirements: _____

Cheque (made payable to NZCER) enclosed for: _____

Please charge to my: Visa MasterCard

Cardholders' name: _____

Card number: _____

Expiry date: _____ Signature: _____

Cancellations of registrations will incur a \$15.00 administration fee and must be received by 9 August. No refunds will be made after this date. You may send a substitute in your place but please advise us first.