



Uachtaránacht na hÉireann ar  
Chomhairle an Aontais Eorpaigh  
Irish Presidency of the Council  
of the European Union  
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# *Better Assessment and Evaluation to Improve Teaching and Learning*

## *Measúnacht agus Meastóireacht Níos Fearr chun Teagasc agus Foghlaim a Fheabhsú*

**EU PRESIDENCY CONFERENCE**  
19 - 20 March 2013,  
Dublin Castle

**COMHDHÁIL UACHTARÁNACHT AN AE**  
19 - 20ú Márta 2013,  
Caisleán Bhaile Átha Cliath



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## Fáilte/Welcome

Distinguished delegates and fellow educationalists, on behalf of the Department of Education and Skills, we are delighted to extend a 'Céad Míle Fáilte' to you to Dublin Castle for one of the major education events of the Irish Presidency of the EU. We would especially like to extend a warm welcome to António Silva Mendes, Director, European Commission, Tapio Säävälä the European Commission's Head of Sector, and Dr Paulo Santiago, Senior Analyst, OECD Directorate for Education and their colleagues.

The conference format will provide plenty of opportunity for reflection, interaction and discussion as you consider the implications for policy and educational practice of the recent research conducted by the European Commission and the OECD, and the experience of countries that have successfully combined assessment and evaluation systems to promote better teaching and improved learning.

The theme of this conference, *Better Evaluation and Assessment to Improve Teaching and Learning* is both timely and apt. It resonates with the theme of the Irish EU Presidency, 'Stability, Jobs and Growth'. It also resonates with an ongoing focus in educational systems on measures to improve the quality of educational experiences that are provided for learners.

This conference will allow distinguished speakers, policy makers and practitioners from all over Europe to look more closely at how assessment and evaluation frameworks and practices, implemented by schools and educational systems, can best promote the acquisition of key competences and improved learning for students. In particular, it will explore how

evaluation and assessment systems can be combined successfully to promote improved learning for students.

We invite you to play an active part in the conference discussions and hope that the policy-orientated feedback that emerges from the conference will inform the debate at EU level and in individual countries on the role of evaluation and assessment in improving learning outcomes for students.

Finally, we would like to acknowledge the support provided by the European Commission in the organisation of this conference. The International Section and the Inspectorate in the Department of Education and Skills also merit special thanks for their work in organising this conference. We wish you a memorable stay in Dublin and a very successful and enjoyable conference.



**Ruairi Quinn, T.D.**  
**Minister for Education  
& Skills**



**Ciarán Cannon, T.D.**  
**Minister for Training &  
Skills**



## Conference Programme

### Day 1: Tuesday 19<sup>th</sup> March – Morning

- 8.45 am Bus transport Bewley's Hotel Ballsbridge to Dublin Castle
- 9.30 am **Official Opening:**  
Seán Ó Foghlú, Secretary General, Department of Education and Skills  
António Silva Mendes, Director - Lifelong Learning: Policies and Programme,  
European Commission  
Chair: Dr Harold Hislop, Chief Inspector, Department of Education and Skills
- 10.00 am **Keynote Address: *The Assessment of Key Competences in Schools***  
Tapio Säävälä, Head of Sector, European Commission  
Chair: Dr Peter Archer, Acting Director, Educational Research Centre, Dublin
- 11.00 am Tea/Coffee
- 11.30 am **Keynote Address: *The Assessment of Key Competences – Implications for Practice***  
Professor Paul Black, Emeritus Professor of Science Education, King's College,  
London  
***The Assessment of Key Competences – A Response***  
Professor Eugene Wall, Vice President, Academic Affairs, Mary Immaculate  
College, Limerick  
Chair: Dr Daire Keogh, President, St Patrick's College, Dublin
- 1.00 pm Lunch

### Day 1: Tuesday 19<sup>th</sup> March – Afternoon

- 2.00pm **Keynote Address: *School Evaluation to Support the Acquisition of Key Competences***  
Professor Graham Donaldson, University of Glasgow  
Chair: Mary Doyle, Deputy Secretary General, Department of Education and Skills
- 3.00 pm Tea/Coffee



- 3.30 pm**     **Parallel Workshops: *Evaluation and Assessment of Key Competences in Practice***  
This session will enable delegates to interrogate the specific themes of the conference with a focus on examples of good practice
- Delegates to attend session selected on online registration form**
- Workshop 1: Comparing Country Approaches to Assessing Key Competences***  
Kath Grant and Dr Bertrand Pajot, European Policy Network on Key Competences in School Education (KeyCoNet)  
Chair: Breda Naughton, Principal Officer, Department of Education and Skills
- Workshop 2: Evaluation and Assessment: Policy and Practice-Denmark***  
Steen Lassen, Senior Advisor, National Agency for Quality and Supervision, Denmark  
Chair: Tomás Ó Ruairc, Director of The Teaching Council, Ireland
- Workshop 3: Evaluation and Assessment: Policy and Practice-Sweden***  
Agneta Sandén, Head of Department, Inspection Department of Linköping, Sweden  
Chair: Professor Teresa O’Doherty, Dean of Education, Mary Immaculate College, Limerick
- Workshop 4: Evaluation and Assessment: Policy and Practice-Northern Ireland***  
Faustina Graham, Assistant Chief Inspector, Education and Training Inspectorate, Northern Ireland  
Chair: Clive Byrne, Director National Association of Principals and Deputy Principals, Ireland
- Workshop 5: The Use of ICT for the Assessment of Key Competences***  
Dr Christine Redecker, JRC Institute for Prospective Technologies (IPTS)  
Chair: Gary Ó Donnchadha, Deputy Chief Inspector, Department of Education and Skills
- 5.00 pm**     Bus transport from Dublin Castle to Hotel
- 7.15 pm**     Bus transport from Bewley’s Hotel Ballsbridge to conference dinner  
(parking is also available at the Royal Hospital Kilmainham for guests)
- 7.30pm**     Evening reception, followed by dinner, Royal Hospital Kilmainham  
Entertainment organised by Music Generation [www.musicgeneration.ie](http://www.musicgeneration.ie)

## Day 2: Wednesday 20<sup>th</sup> March – Morning

- 8.30 am** Bus departure from Bewley's Hotel Ballsbridge to Dublin Castle
- 9.15 am** **Keynote Address: *OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes***  
Dr Paulo Santiago, Senior Analyst, OECD Directorate for Education  
Chair: Dr Aidan Mulkeen, Deputy President, NUI Maynooth
- 10.30 am** **Tea/Coffee**
- 11.00 am** **Keynote Address: *Evaluation and Assessment Frameworks – A Country Response***  
Dr Harold Hislop, Chief Inspector, Department of Education and Skills  
Chair: Noelle Buick, Chief Inspector, Education and Training Inspectorate, Northern Ireland
- 12.00 pm** **Feedback from Workshop Discussions**  
Workshop Rapporteur: Pádraig Mac Fhlannchadha, Assistant Chief Inspector, Department of Education and Skills
- 12.10 pm** **Panel Discussion on Themes of Conference**  
Facilitator: Dr Anne Looney, Chief Executive of National Council for Curriculum and Assessment  
Panel: Tapio Säävälä, Professor Paul Black, Professor Eugene Wall, Professor Graham Donaldson, Dr Paulo Santiago and Dr Harold Hislop
- 1.00 pm** **Closing of Conference**  
Conference Rapporteur: Professor John Coolahan  
Minister for Training and Skills, Ciarán Cannon, T.D.
- 1.30 pm-  
2.30pm** **Lunch**

## Opening and Closing Speakers

### Minister for Training and Skills, Ciarán Cannon, T.D.



Ciarán Cannon T.D. was appointed Minister of State at the Department of Education and Skills in March 2011. He has been a public representative since 2004, was nominated to Seanad Éireann in 2007 and, in 2011, was elected as a T.D. representing the people of East Galway. Minister Cannon has delegated responsibility for Further Education and Training and School Transport.

As Minister for Training and Skills, he is leading the modernisation of the Further Education and Training sectors through the establishment of the new authority SOLAS (Seirbhísí Oideachais agus Scileanna). He is determined that SOLAS will deliver on the lifelong needs of adult learners, especially unemployed people and those seeking to upskill and reskill. Ciarán Cannon was CEO of the Irish Pilgrimage Trust and is still actively involved in the Trust's fund raising and voluntary activities.

### Seán Ó Foghlú, Secretary General



Seán Ó Foghlú joined the Department of Education in 1992 where he worked until 1999. From 1999, he was

Head of Policy and Planning in the Higher Education Authority. From 2001 to 2008, he led the establishment of the National Qualifications Authority of Ireland and was the Authority's first chief executive. In this role, he led the development and implementation of the National Framework of Qualifications.

In 2008, he became an Assistant Secretary General with responsibility for school transport, social inclusion, payroll and pensions. From 2010, he took over responsibility for the Planning and Building Unit. Seán was appointed as Secretary General of the Department of Education and Skills in February 2012.

### António Silva Mendes, Director

Since March 2012, António Silva Mendes has been the Director of Education and Vocational Training at the Directorate-General (DG) of Education and Culture in the European Commission.



A native of Portugal, António studied mechanical engineering at the University of Lisbon and was professor at the same University for ten years, after which he became Director at the Ministry of Industry in Lisbon. He began his career at the European Commission in 1990 in DG Enterprise, where he took part in international negotiations in the field of industrial policy and contributed to the promotion of European industrial competitiveness.

He was appointed Head of Unit in the Social Policy Unit in DG Human Resources. He joined the DG of Education & Culture in April, 2006 as Director of Resources.

### Professor John Coolahan

John Coolahan is Professor Emeritus of the National University of Ireland, Maynooth. He has lectured extensively in Ireland and abroad. He is author of three books and has published over



120 articles in Irish and international journals. He was a founding member and President of the Educational Studies Association of Ireland and was editor of Irish Educational Studies.

John has had extensive involvement with the Department of Education on educational policy issues. At international level, he was a member of OECD Review Teams of Education in ten countries. He was Vice-President of the EU Committee on Education (1995-1998) and has been a Consultant to the World Bank and the Council of Europe. John served on the Review Body on Education in Northern Ireland (2001-02), and was co-founder and co-chairman of the Standing Conference on Teacher Education, North and South (2000-08).

## Keynote Speakers

### Tapio Säävälä

Tapio Säävälä has been working in the field of education since 1985. He started his career as a Special Needs Education Teacher, and worked as a



School Headmaster and as a Senior Adviser on the National Board of Education in Finland.

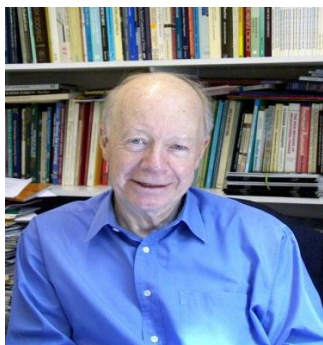
He joined the European Commission in 2002 to work on its lifelong learning policies, and the development and implementation of the 2006 Recommendation on key competences. He also coordinated the team developing



school education policies and, in particular, the work of the Commission on the assessment of key competences. Currently, he is Head of Sector for adult learning and continuous vocational education and training.

### Professor Paul Black

Paul Black is Professor Emeritus of Science Education at King's College London. After twenty-five years of research and



teaching in physics, he moved from a chair in Physics at Birmingham University to a chair in Science Education in King's College London. He has made many contributions to curriculum development in science, with programmes at both primary and advanced levels supported by the Nuffield Foundation. He was Deputy Chair of the UK National Curriculum Council from 1990 to 1994. He served for many years as a chief examiner in A-level Physics and as a member of the governing board of one of the UK's national assessment bodies. He was chair of the UK's Task Group on Assessment and Testing in 1987-8, set up by the government to advise on its new policies in assessment. He has made many contributions to research in assessment. He has served on advisory groups of the USA

National Research Council and as visiting professor at Stanford University, and has been given lifetime achievement awards by the US National Association for Research in Science Teaching and by the UK Association for Science Education. His work on formative assessment with Dylan William and colleagues at King's has had widespread impact.

### Professor Graham HC Donaldson CB MA Med FRSA

Throughout his career, Graham Donaldson has played a central part in Scottish educational development, both in policy and in practice. He led Her



Majesty's Inspectorate of Education (HMIE) through major structural reform as it became an executive agency of the Scottish Government. He also radically reformed the approach to inspection, combining clear accountability with self-evaluation and capacity building. In addition to advising Ministers across education policy, he personally took a leading role in a number of major reform programmes and was instrumental in the development of the Scottish Government's curriculum reform programme, Curriculum for Excellence.

Following his retirement from HMIE, he was asked by the government to undertake a personal review of teacher education in

Scotland. His report 'Teaching Scotland's Future', published in 2011, made fifty recommendations which have all been accepted by the government and a major implementation programme is now under way. The report has also aroused considerable interest internationally.

Graham has established a high profile internationally: lecturing extensively, working as an international expert for the OECD, advising governments and NGOs, and leading SICI, the international inspectorate organisation, as President.

He is currently working at Glasgow University where he is an Honorary Professor in the College of Social Sciences.

### Paulo Santiago

Paulo Santiago, a Portuguese national, is a Senior Analyst in the OECD Directorate for Education, where he has been since 2000. He co-ordinated the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes, including the preparation of the final synthesis report. He has previously assumed responsibility for two major cross-country reviews, each with the participation of over twenty countries: a review of teacher policy (between 2002 and 2005, leading to the OECD publication 'Teachers Matter') and the thematic review of tertiary education (between 2005 and



2008, leading to the OECD publication 'Tertiary Education for the Knowledge Society'). He has also led reviews of teacher policy and tertiary education policy in several countries. He holds a PhD in Economics from Northwestern University, United States, where he also lectured. With a background in the economics of education, he specialises in education policy analysis.

### Dr Harold Hislop

Harold Hislop was appointed as chief inspector at the Department of Education and Skills in Ireland in February 2010. Harold joined the Department's Inspectorate in 1998



and held a number of senior positions within the organisation before his appointment as Chief Inspector. Prior to joining the Inspectorate, Harold taught at primary and university level and he worked as an education and development officer at the National Council for Curriculum and Assessment during the development of the *Primary School Curriculum*. Since 2010, he has led a series of reforms in the inspection and evaluation of schools in Ireland and is a member of the senior management team at the Department of Education and Skills. He is a current member of the Governing Board of the Centre for Educational Research and Innovation at the OECD.



## Speakers

### Professor Eugene Wall

Professor Eugene Wall is Vice President Academic Affairs in Mary Immaculate College, Limerick. He is an educational psychologist and continues to teach classes in educational psychology and educational policy. He is author of the SIGMA-T and MICRA-T, the most widely used standardised achievement tests in Ireland. Prior to his current role, he specialised in the assessment of children with specific reading difficulties (dyslexia) and children with specific language impairments. He served on the Council of the National Council for Curriculum and Assessment for more than twenty years and chaired several of its sub-committees, including the Advisory Group on Assessment at Primary Level. He is a former Chairperson of the International Committee of Division H (Research, Evaluation, and Assessment in Schools) of the American Educational Research Association. He was President of the Irish Federation of University Teachers from 1994-1997 and, following that, he was a member of the Higher Education Sectoral Committee of Education International.



### Kath Grant



Kath Grant has worked in most forms of secondary and adult education from teaching Biology A-Level in Further Education colleges via Key Stage 4 (KS4) Maths to independent travel for adults with Severe Learning Difficulties. An MA, in 2000, developed further her interest in working with the most challenging pupils at KS4. Kath has been involved with ASDAN for many years and is the Principal Moderator for the Certificate of Personal Effectiveness.

### Dr Bertrand Pajot

Bertrand Pajot graduated from *Ecole Normale Supérieure* in Earth and Life Sciences and has a PhD in molecular biology. He was a teacher of Earth and Life Sciences in lower and upper secondary schools from 1995-2004. Following a period as Pedagogical Inspector of Earth and Life Sciences in the *Académie de Bordeaux-France* (2004-2007), he became Director of Pedagogical Policy of the *Académie de Bordeaux* (2007-2011). During this time, he was involved in the implementation of key competences linked to the 'Core Curricula of Competences and Skills' national policy. Bertrand has been a general





inspector of education with the Ministry of Education, France, since 2011. He is a member of the KeyCoNet Key Competences Network.

### Steen Lassen



Steen Lassen holds an MA (Danish Language and Literature) from the University of Copenhagen. He was an educational adviser for the Ministry of Education (1984-1995). Today, he is a senior adviser in the Ministry of Children and Education in Denmark's National Agency for Quality and Supervision.

He has been head of educational research and innovation in General Upper Secondary Education and head of evaluation research in relation to the implementation of educational reform in General Upper Secondary Education. For the last ten years, he has been responsible for ICT and examinations in General Upper Secondary Education. He is chief adviser to the Minister of Education in relation to ICT in General Upper Secondary Education and is responsible for the pedagogical use of ICT.

Steen Lassen has given international addresses and presentations at conferences in places such as Seoul, Brussels, Frankfurt, Berlin, Oslo, Austin, Washington D.C., New Orleans, Brasilia and Doha.

### Agneta Sandén



Agneta Sandén is head of one of the five Regional Departments within the Swedish School Inspectorate. She has been Head of Education in the municipality of Linköping, a town with 150,000 inhabitants in the southeast of Sweden. She has also been Deputy General Director and Principal of the National Agency for Flexible Learning. Formerly, she was a teacher in Upper Secondary School and also a Headmaster in Adult Education.

### Faustina Graham

Faustina Graham is an Assistant Chief Inspector in the Education and Training Inspectorate (ETI) in Northern Ireland. She leads the Schools' Directorate within ETI, covering all aspects of the inspection process in the primary, post-primary and special education sectors. Previously, she led teams in ETI as Managing Inspector for Further Education, and also for Policy, Planning and Corporate Development. She also held the post of Principal Inspector of English and continues, as a specialist inspector, to retain responsibility for Drama across all phases of education.



Prior to joining ETI, she worked in both all-ability and grammar schools and held a number of curricular and pastoral responsibilities. She also





led her own private drama school for 15 years working with children of all ages from four years upwards.

In 2012, she completed an M.Sc in innovation management in the public sector specialising in the contribution of proportionate and risk-based inspection to effective performance measurement of the education system.

### Dr Christine Redecker

Christine Redecker has been working at the Information Society Unit of the European Commission's Joint Research Centre IPTS in Seville since 2008. During this time, she has been responsible for several research lines in the area of ICT and learning. Initially, her focus lay



on 'Learning 2.0' (2008-2010, <http://is.jrc.ec.europa.eu/pages/Learning-2.0.html>), a major research project which investigated the potential of social media for enhancing learning opportunities both inside and outside formal education and training. She then enquired into 'The Future of Learning' (2009-2011, <http://is.jrc.ec.europa.eu/pages/EAP/ForCiel.html>), a study that developed imaginary scenarios exemplifying how learning in the future will become a more and more personalised, collaborative, and informal activity. In 2011-12, she led IPTS research on the use of ICT for the assessment of key competences and, starting this year, she will look into Open Educational Resources and Practices in a study that focuses on developing visions for Open

Education 2030 in the three areas of Lifelong Learning, Higher Education and School Education (<http://blogs.ec.europa.eu/openeducation2030>).

Christine holds a PhD in Philosophy of Mathematics and has a research profile in didactics. Before joining IPTS in 2008, she worked for several years in education: as a secondary school teacher, as a teacher trainer and as a university lecturer.

### Pádraig Mac Fhlannchadha

Pádraig Mac Fhlannchadha is an Assistant Chief Inspector in the Department of Education and Skills. Pádraig worked as a teacher, deputy principal and principal in two Irish-medium primary schools before he joined the Inspectorate in 2002. He has completed an M.Ed and an M.A in Applied Linguistics in University College, Cork. He has also completed an MBA with the Open University. Since joining the Inspectorate, Pádraig has worked in a variety of roles including evaluation of schools, co-ordination of primary curriculum and assessment policy matters, and the development of school self-evaluation processes.



Pádraig is currently responsible for the management of policy advice in relation to curriculum and assessment as well as literacy and numeracy within the Inspectorate.



## Dr Anne Looney



Anne Looney is Chief Executive of the National Council for Curriculum and Assessment. A native of Dublin, Anne worked as a post-primary teacher before joining the full-time staff of the NCCA in 1997. She has been CEO

since 2001. Anne holds a Doctorate in Education from the Institute of Education of the University of London.

She has published on curriculum and assessment policy, school culture and ethos, and religious education and has presented papers on a range of curriculum and assessment themes and on issues of school reform.



## Abstracts – Keynote Addresses

### The Assessment of Key Competences in Schools

**Tapio Säävälä**

*Head of Sector, European Commission*

Globalisation, technological advances, the impact of the internet and new media on employment, learning and private lives, and the growing diversity of our societies are reshaping the expected outcomes of schooling. This shift of emphasis from knowledge to broader competences was already reflected in UNESCO's four pillars of education in 1996 and the work of the OECD in defining and selecting key competences in 2001.

The Commission's work with experts resulted, in 2006, in a European Reference Framework of Key Competences for Lifelong Learning. It defines the key competences necessary for personal fulfilment, active citizenship, social cohesion and employability in a knowledge society. Its major innovation is to move from a static conception of curricular content to a dynamic combination of knowledge, skills and attitudes appropriate to the many and varied real-life contexts in which people need to use them. It also includes those more cross-curricular (or 'transversal') key competences that enable people to pursue learning throughout their lives, contribute to democratic societies and to succeed in today's and tomorrow's world of work with its demand for high skills combined with creativity, an entrepreneurial mindset and the ability to innovate.

Member States have reformed their curricula to introduce part or all of the approach set out in

the Key Competences Recommendation. However, the follow-up of the Recommendation shows that one key challenge remains: the assessment of these competences. Assessment is one of the most powerful influences on teaching and learning but it traditionally puts too little emphasis on skills and attitudes, and on those cross-curricular competences such as learning to learn or entrepreneurship.

Yet, a number of promising examples of the development of assessment to cover all key competences exist. They emphasise the need for continuous feedback to support the learning process and the responsibility of the learner to demonstrate the development of his/her competences. They stress the need to integrate assessment in the teaching and learning process, and for all involved – learners, teachers, the whole school community – to use the feedback for improving learning outcomes.

These examples show how to broaden the scope of assessment of traditional school subjects and how to define the transversal key competences in learning outcomes that facilitate assessing progress. Experience shows that changing assessment needs to go hand in hand with curricular reforms and the development of learning materials. Ensuring the relevance and quality of teachers' assessment competences requires opportunities for professional training and networking. But changing the whole assessment culture requires that a joint understanding and vision is shared by the whole school community. A comprehensive approach also entails developing schools' self-evaluation and linking this process with system-level evaluations.



## The Assessment of Key Competences - Implications for Practice

**Professor Paul Black**

*Emeritus Professor of Science Education, King's  
College, London*

The increasingly rapid pace of change in society creates new responsibilities, both for teachers and schools, and for the national systems within which they work. National systems for assessment may actually inhibit the types of change in teaching and learning which are now needed. It will be argued that the origin of this problem lies in past failures to see assessment as an intrinsic feature of all aspects of teaching and learning, regarding it instead as the unwelcome burden that has to be borne at the end of a learning programme. An analysis of the roles of both formative and summative assessment, and of their inter-relationship will serve as the basis for an exploration of the responsibilities of teachers for the summative assessments of their pupils. The new demands on assessment cannot be met by formal externally-set tests because their limited validity means that they cannot encourage and report on the new qualities that schools should be developing in their pupils. Assessments by schools themselves can meet the new needs, and the lecture will draw on experience from several countries, and on trials in which the King's group has collaborated with teachers, to show how this aim can be achieved.

## School Evaluation to Support the Acquisition of Key Competences

**Professor Graham Donaldson CB**

*University of Glasgow*

Formal systems for the external evaluation of the work of schools and teachers go back at least to

the early nineteenth century. For much of the succeeding two centuries, the main focus has been on advising on and ensuring compliance with policies and regulations and on guiding resource decisions, sometimes including the payment of teachers. However, over the last fifty years, as educational success has become an increasing policy imperative, we have seen dramatic developments in the purpose and nature of school evaluation and its possible roles in accountability and improvement. At the same time, attempts to measure the outcomes of schooling have assumed greater importance, together with an increased focus on those factors which contribute most directly to improved outcomes.

External school evaluation is not a single entity but takes different forms according to the culture, traditions and political direction of a given country, together with the character and current strength of its education system. In different contexts, school evaluation can act as an enforcer, assurer, 'Best Buy' guide, driver of change, mitigator of risk, capacity builder or even agenda setter. This plasticity, which is evident both historically and in contemporary practice, needs to be understood and limits the scope for and appropriateness of simple, direct transfer of approaches amongst countries.

The presentation will consider current trends in school evaluation in the context of the international policy debate about the nature of student outcomes and their measurement, and of our developing understanding of the relationship between evaluation, accountability and educational improvement. It will address the following issues: What purposes might school evaluation serve? What should be the balance between self evaluation and external evaluation? Can it serve the needs of both accountability and improvement? How might it support the





acquisition of key competences? What kind of difference can it make?

## OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes

**Dr Paulo Santiago**

*Senior Analyst, OECD Directorate for Education*

There is widespread recognition that evaluation and assessment arrangements are key to both improvement and accountability in school systems. This is reflected in their increasing importance in national education agendas. Countries increasingly use a range of techniques for the evaluation and assessment of students, teachers, schools, school leaders and education systems. These are used as tools for understanding better how well students are learning, for providing information to parents and society at large about educational performance and for improving school and teaching practices. Strong emphasis is being placed on better equipping and encouraging teachers to carry out self-appraisal and formative assessment, on preparing school leaders for pedagogical leadership, on providing the incentives and means for school self-evaluation, on encouraging 'value-added' evaluation and on more regular testing of students and national monitoring of the overall system.

However, countries often face difficulties in implementing evaluation and assessment procedures. These may arise as a result of poor policy design, lack of analysis of unintended consequences, little capacity for educational agents to put procedures into practice, lack of an evaluation culture, or deficient use of evaluation results. The presentation will provide an overview of the conclusions of the 'OECD Review on Evaluation and Assessment Frameworks for

Improving School Outcomes'; an in-depth investigation of evaluation and assessment policies in OECD countries conducted between 2009 and 2012. The conclusions will be published in the report 'Synergies for Better Learning: An International Perspective on Evaluation and Assessment' in April 2013. The report provides an international comparative analysis and policy advice to countries on how evaluation and assessment arrangements can be embedded within a consistent framework to improve the quality, equity and efficiency of school education. As well as analysing strengths and weaknesses of different approaches, the report provides recommendations for improvement including how results should be incorporated into policy and practice.

## Evaluation and Assessment Frameworks - A Country Response

**Dr Harold Hislop**

*Chief Inspector, Department of Education and Skills*

The 'OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes' argues that educational systems ought to view arrangements for evaluation and assessment in their countries as a structured and planned system. In doing so, the project raises a number of questions and challenges for policy makers and educationalists. This paper will examine some of the issues and questions that are raised for Irish policy makers and for policy makers in other educational systems by the outcomes and recommendations of the OECD project.

These include structural and governance issues concerning evaluation and assessment, as well as the approaches and methodologies that could be considered as part of a systematic evaluation and assessment framework. The paper concludes



with an examination of some of the underlying assumptions inherent in the OECD project and the value that the project can add to discussions

on using evaluation and assessment to improve learning in schools.

## Parallel Workshops: Evaluation and Assessment of Key Competences in Practice

### Comparing Country Approaches to Assessing Key Competences

**Kath Grant and Dr Bertrand Pajot**

*European Policy Network on Key Competences in School Education (KeyCoNet)*

Kath Grant's (ASDAN) presentation will outline the content of the competence-based qualification known as CoPE (Certificate of Personal Effectiveness) and discuss how competence-based learning can be quantified and quality assured within a framework of national qualifications. The CoPE curriculum includes formal and non-formal learning (in and out of school) and the framework is built around competencies in six mandatory areas: Working with Others, Improving Own Learning, Problem Solving, Research, Discussion, and Oral Presentation. Issues related to scaling up this kind of initiative will be discussed as CoPE is offered by 2,900 schools and colleges. Whilst the majority are in the UK, this also includes schools and colleges in Luxembourg, Singapore, Thailand, Oman, Grand Cayman, Zimbabwe, Ghana and People's Republic of China.

Bertrand Pajot's presentation will show two examples of the implementation of key competences in lower secondary schools (*collège*) in France. Both examples fit into the national implementation policy of the 'Core Curriculum of Knowledge and Skills'. The first initiative is led by *Collège de Montastruc*, which uses a Pilot Competences Portfolio. This portfolio

compiles both curricular and cross-curricular activities of the students. The second initiative illustrates the work of *Collège L. Drouyn de Vérac*, in particular, the implementation of non-numerical evaluations to reinforce students' self-esteem and involvement in their studies. It also illustrates the development of an IT tool to support the assessment of the disciplinary and cross-curricular competences.

The presentation will be followed by group work exploring comparisons with other EU countries.

### Evaluation and Assessment: Policy and Practice – Denmark

**Steen Lassen**

*Senior Advisor, National Agency for Quality and Supervision, Denmark*

The workshop is divided in three parts. The first part focuses on Primary and Lower Secondary Education (the 'Folkeskole') and describes some of the initiatives that have been implemented since the OECD conducted a review in 2004 and identified a lack of an evaluation culture. Together with other policy objectives, this has resulted in initiatives to improve the culture of evaluation. Examples of initiatives include national tests in six subjects and student plans to strengthen ongoing evaluation.

The second part is mainly concerned with external assessment in General Upper Secondary Education. The final exams are designed to test



competences (students applying theory and methods) rather than memorisation. Examples of the various evaluation forms, of which the final exams consist, are provided.

The third part focuses on the development of assignments, which also test part of the 21<sup>st</sup> Century skills. Since 2001, digital assignments on CD-Rom in several subjects have been available and, since 2010, access to the Internet in some subjects. Experiences and challenges are described and examples of different assignments are presented.

## Evaluation and Assessment: Policy and Practice – Sweden

**Agneta Sandén**

*Head of Department, Inspection Department of Linköping, Sweden*

Since the Swedish education system is highly decentralised, evaluation and assessment take place at all levels of the system; from the student to the national level. The general objective of the evaluation is to report goal attainment and, where relevant and appropriate, to identify measures for increasing goal attainment. There are a number of transverse means, support systems etc, developed at national level to support teachers in their assessment of students, schools in their self-evaluation, and municipalities in their continuous monitoring and evaluation of schools. Municipalities and independent principal organisers are responsible for organising and allocating resources to schools operating within their control. They are also responsible for making sure that schools are monitored and evaluated. Finally, teachers and school heads are responsible for students

achieving the educational standards and goals set by the Government.

Seen as a whole system, the framework for evaluation and assessment contains seven main parts. The different elements of the framework are briefly outlined below:

- The teacher is responsible for setting up an individual development plan for each student.
- Teachers assess students continuously and set targets in certain years. They are supported in this by the results of national tests in some subjects.
- According to the Education Act, the management of education in the school is undertaken by a school head who must see to the cultivation of education in the school.
- The school is monitored and evaluated by the local educational authority (the municipality) or the independent school organiser.
- Schools and municipalities are inspected by the Schools Inspectorate, which looks after the evaluation system and the internal audit of the municipality, and the evaluation system and the internal audit of the school.
- The National Agency for Education (NAE) does follow-up on a systemic level. It also provides and runs national tests. Furthermore, the NAE evaluates on a system level issues that need to be developed nationally. As in the case of the Inspectorate, the NAE also reports annually to the Government.
- The Swedish Parliament and Government set the goals and guidelines for work in the school system. The Ministry of Education and Research is responsible for producing data for decision-making on Government proposals.



The framework for evaluation and assessment has not been designed as an integrated system, but has evolved over time. This session will review the extent to which these elements of evaluation and assessment work together. It will also identify the parts that could work more closely together in the future, for example by contributions from the Schools Inspectorate.

## Evaluation and Assessment: Policy and Practice – Northern Ireland

**Faustina Graham**

*Assistant Chief Inspector, Education and Training Inspectorate, Northern Ireland*

The workshop will explore the development of policy, curriculum, evaluation and assessment in Northern Ireland from 2006 to 2013, including links to the European key competences for lifelong learning. In so doing, it will investigate some of the causal factors for Northern Ireland's recent outstanding performance in TIMSS and PIRLS in 2012.

The improvement journey will be explored across six years beginning in 2006, when the Westminster Public Accounts Committee was highly critical of Northern Ireland's progress in improving standards in literacy and numeracy. Furthermore, in 2009, outcomes in PISA for literacy and numeracy for 15 year olds indicated that standards in literacy and numeracy in Northern Ireland had dropped from significantly above the OECD average to the average. Both evaluations could have shifted resolve from an improvement strategy focused on building teacher capacity, to a top-down, initiative-driven solution.

In attempting to clarify how and why Northern Ireland has stayed on course to achieve the 2012 outcomes, the workshop will explore what is going well currently and what still needs to be addressed to enable every child to achieve his or her full potential.

## The Use of ICT for the Assessment of Key Competences

**Dr Christine Redecker**

*JRC Institute for Prospective Technologies (IPTS)*

With the 2006 Recommendation, the European Union acknowledges the need to move away from knowledge-based learning and teaching to the more holistic, authentic and applied competence-based learning, which respects and considers the importance of attitudes and skills, such as, in particular, critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings. There have been enormous efforts in many European countries to facilitate this shift. However, the firm belief by many: practitioners, experts and policy makers alike, is that to really make this shift happen, assessment processes and procedures have to profoundly change as well. Information and Communication Technologies (ICT) can contribute to facilitating the transition to competence-based assessment, by providing more complex and authentic contexts for embedding assessment. However, currently ICT is mainly used to improve the efficiency of traditional, knowledge-based tests.

This session is based on a study for DG EAC, in which current trends in the area of ICT for learning and assessment, in view of their value for supporting the assessment of Key Competences, are discussed. Based on an



extensive review of the literature, this study provides an overview of current ICT-enabled assessment practices, with a particular focus on more recent developments that support the holistic assessment of Key Competences for Lifelong Learning in Europe. It considers both summative and formative assessment, discusses how ICT can lever the potential of more innovative assessment formats, such as peer-assessment and portfolio assessment, and illustrates how more recent technological developments, such as Learning Analytics, could, in the future, foster assessment for learning. Reflecting on the use of the different ICT tools and services for each of the eight different Key Competences for Lifelong Learning, it derives policy options for further exploiting the potential of ICT for competence-based assessment.



## Practical Information

We are delighted to welcome you to Dublin for the conference on Better Assessment and Evaluation to Improve Teaching and Learning. Detailed below is some practical information regarding the conference which we hope you will find helpful.

### Conference venue and registration

The conference will take place in Dublin Castle, beginning 19<sup>th</sup> March at 9.30am.

Registration for the conference will take place at Bewley's Hotel, Ballsbridge from 7-9pm on 18<sup>th</sup> March and from 7.30-8.30am on 19<sup>th</sup> March, for delegates staying in the hotel.

Registration will also be possible at the conference venue in Dublin Castle.

### Getting to Dublin Castle – Conference Venue

A bus will be available in the morning on both days of the conference to bring delegates from the hotel (Bewley's Hotel, Ballsbridge) to Dublin Castle. Further details regarding transport to Dublin Castle are provided below:

Tuesday 19<sup>th</sup> March – bus departs hotel for Dublin Castle at 8.45 am

Tuesday 19<sup>th</sup> March – bus departs Dublin Castle for hotel at 5.15pm

Wednesday 20<sup>th</sup> March – bus departs hotel for Dublin Castle at 8.30 am

Access to the Castle for conference delegates arriving directly to Dublin Castle will be from the Lower Yard Gate at the Palace Street entrance just off Dame Street opposite the Olympia Theatre.

### Conference dinner

On the evening of Tuesday 19<sup>th</sup> March a conference dinner will be hosted for delegates in the Royal Hospital Kilmainham. A bus will be provided to transfer delegates staying at Bewley's Hotel, Ballsbridge to the Royal Hospital Kilmainham. Further details regarding transport to the dinner are provided below. Parking will also be available for guests in the Royal Hospital Kilmainham.

- Bus will depart from the hotel for Royal Hospital Kilmainham at 7.15pm
- Pre-dinner reception at 7.30pm
- Dinner at 8.00pm
- Bus will depart Royal Hospital Kilmainham for hotel at 10.15pm

### Check out and luggage storage

Delegates departing on 20<sup>th</sup> March will need to check out of the hotel before they depart for the meeting venue. Storage for luggage will be available at the hotel and in Dublin Castle. For departure to the airport, there are buses and taxi ranks nearby.

If you have any further queries please do not hesitate to contact the Conference reception desk in Dublin Castle.

### Getting Around in Dublin

Dublin is a reasonably small and compact city. It is easy to get around, whether driving yourself, by taxi, by public transport, by bicycle or on foot.

### Driving

Traffic in Ireland drives on the left side of the road. Double yellow lines/yellow boxes indicate no parking or stopping. On roundabouts give way to traffic from the right. It is advisable to use your





dipped headlights during the day. For further information in relation to the Rules of the Road in Ireland please visit [www.rotr.ie](http://www.rotr.ie)

#### Taxis

Dublin is well-serviced by taxis. Taxis charge an initial fare of approximately €4 for the first kilometre. The total fare is based on time or distance travelled. Taxi drivers must display a fare card which you can ask to see if you are unsure about the cost. You can book your taxi via Hailo app. Taxi ranks are situated close to Dublin Castle at Central Bank on Dame Street.

#### Public Transport from Dublin Airport to City Centre

The Aircoach and Airlink 747 bus services from Dublin Airport stop at College Green, which is less than a 10 minute walk from Dublin Castle.

#### Public Transport around Dublin

There are three main types of public transport in the city:

- DART – a train line running from North to South along Dublin Bay, which marks the eastern limit of the city
- LUAS – two tram lines (green and red)
- Dublin Bus – city-wide bus routes

For stays of more than a day or two, the LEAP card is valid on all the forms of transport listed above, at a slightly discounted rate, and avoids the need for exact change on buses. There is a refundable deposit of €5 per card, and a minimum initial top up of €5. LEAP cards can be ordered online in advance, or purchased in shops at the airport and from over 400 agents in the City displaying the LEAP sign.

Prepaid daily or weekly bus passes are available for Dublin Bus services. Daily bus passes cost €6.50 and can be bought from newsagents with a

Dublin Bus ticket sign. Travelling on the bus without a prepaid ticket requires exact change. Fares range from €1.40 and €2.65, with a special rate of 60c for travel within the city centre. Tell the bus driver your destination and he/she will tell you the cost of the fare.

Luas tickets can be bought from ticket machines at each Luas stop. Exact change is not required. Single ticket prices range from €1.60 to €2.90 depending on your destination and time of day (peak rates apply). Return tickets range from €3.10 to €5.20. DART tickets can be bought from ticket machines at DART stations and do not require exact change. Ticket prices vary depending on your destination and cost up to €4.50 for a single ticket.

There are a number of helpful apps to help you find the best route and get real-time schedules:

- Dublin Bus
- Irish Real Time Rail
- Luas

#### Dublinbikes rental scheme

Dublinbikes is a self-service bike rental system. With 44 stations and 550 bikes, it enables visitors to travel through the city centre, and to explore Dublin city at their leisure. All stations are equipped for 3 Day Ticket users and 15 of the 44 terminals allow you to purchase a 3 Day Ticket. Once purchased, you can use the 3 Day Ticket to rent or return a bike from any station in the network. A 3 Day Ticket costs €2. The first 30 minutes of use is free, after which a service charge applies. There are 3 dublinbikes stations within a few minutes' walk of Dublin Castle.



## Notes





Uachtaránacht na hÉireann ar  
Chomhairle an Aontais Eorpaigh  
Irish Presidency of the Council  
of the European Union  
[eu2013.ie](http://eu2013.ie)

## Notes