

Seminar

Date: 14 December 2017 **Time:** 3.00 - 4.30pm

Venue: TT1.05, Te Kura Toi Tangata Faculty of Education, Gate 4, Hillcrest Rd, Hamilton.

No RSVP required

Data and research informed improvement in ECE - Line Skov Hansen



This presentation will highlight design and results from a research and development project called Program for Learning Leadership (PLL). PLL runs from 2015 – 2019, and involves six municipalities with 170 Daycare Centers, 2700 practitioners, ECE leaders, as well as the administrative level of the municipality. The project is based on a strong collaboration between research, policy and practice, and it takes a whole system approach to educational improvement work. The project includes a mapping of the learning environment which is carried out at a two-year interval. The mapping is designed as a digital survey with five groups of respondents, the 4-5-year-old children, the primary professional adult of each 4-5-year-old child, all professionals, their leaders and the parents. In PLL the capacity to use data from the mappings and other forms of evidence is enhanced through professional learning and development based on a collective, problem and practice-oriented approach to workplace and adult learning.

Line Skov Hansen is a Teaching Assistant Professor and PhD fellow at Department of Learning and Philosophy, Aalborg University, Denmark. Line is a former teacher, and holds a Master in ICT and Learning, and a Master in Learning and Innovative Changes. Line belongs to a research unit which primarily works with educational improvement through partnerships with Municipalities, their Early Childhood Education and Care Centre and Schools. A main focus is here on systemic, collective, data and research informed improvement work. Line is also assigned as teacher and supervisor at the Master in Educational Leadership. In her PhD thesis Line focuses on data and research informed improvement in ECE. Line has been co-author and editor of several books, articles and research reports: http://vbn.aau.dk/en/persons/pp_aabc6b3f-ad0a-46b6-89f8-0debd09f5726/publications.html

Juridification of examination systems: extending state level authority over teacher assessments through regrading of national tests - Judit Novak



Since 2009, the Swedish Government uses an 'audit' agency – the Swedish Schools Inspectorate – to monitor and assess the accuracy with which teachers grade student responses on national tests. This presentation will focus on the introduction and subsequent establishment of the Inspectorate's regrading programme as an example of political management of the tensions between competition and equity inherent in neoliberal regulatory regimes. The programme is considered a case for examining contemporary policies and discourses on fairness and government actions undertaken to resolve issues of unfair assessment and safeguard students' rights. Work of Carol Bacchi formed part of the theoretical background for the investigation of 'problem representations' around and within the programme. I will talk about the ways in which discursive practices in the fields of government, audit and media worked to frame teachers' assessments as incorrect, unfair and as jeopardizing the credibility of the grading system, thus justifying increased central control and authority over teacher assessments. As such, the regrading programme contributed to increased mistrust in teacher professionalism. A legal discourse is identified, and I argue the examination system is being 'juridified' where the abundance of control over knowledge risks turning into a deficit of that same knowledge.

Judit Novak is a Ph.D. candidate in Education at Uppsala University, Sweden. Her research focuses on the relationship between state demands for educational accountability and the evaluative activities and models used to assess performance, compliance and efficiency in education. Of particular interest is the adaptation of forms of school inspection policies to new legislation in local, national and international contexts.