



Organiser: ECSWE, L4WB-F

When: 1 December, 13.00

[Register here before November 29th](#)

Assessment and dialogue: Enabling pupils to actively participate in their assessment

The Alliance for Childhood European Network Group (AFC-ENG) has been discussing regularly the culture of testing in school systems in Europe. Testing cultures often do not contribute to the unfolding and flourishing of children and because of this much potential is being thwarted. The AFC-ENG has two partners ECSWE (European Council for Steiner Waldorf Education) and the Learning for Well-being Foundation, that undertook together with the Hungarian Waldorf Federation a project called “Personalised and Formative Assessment Practices Supporting School and Learner Development”. It is with pleasure that AFC-ENG gives the floor to the Project Team to present the interim results of their work that started in early 2020.

Project Description “Personalised and Formative Assessment Practices Supporting School and Learner Development”

This is a joint project to collect good assessment practices within primary and secondary schools. The project's aim is to collect at least 15-20 practices on innovative and formative assessment methods. The organisations have been cooperating on the topic of assessment for the last couple of years. They started an assessment group in order to study what is already available in alternative assessment methods and what might be still done. Together they formulated their main question: how can the unfolding of the unique potential of each and every child/youngster be best supported through contextualised, individualised, participatory assessment processes that give learners a feeling of agency and self-efficacy?

Employers require people with transversal skills

Employers increasingly require transversal skills that enable workers to socially engage in the workplace. They also have to quickly adapt all the time, which calls for employees who can envision solutions for the future. Portfolios that reflect personal development and non-formal learning either within formal education settings or extra-curricular activities will matter more than exam results. They better show the potential for creativity and entrepreneurship that is badly needed in our society.

New approaches of assessment may reduce early school leaving

Early school leaving can be tackled if, instead of being frustrated by marking systems, each individual learner's self-development is appreciated and supported. This allows pupils to own their own learning experiences, as the learning process is not imposed from outside but rather experienced as an engaging learning pathway. It is important to support human development in the context of a world of accelerating technological changes, a world of increased mobility, and an increasingly segregated

society. Young people need to experience a sense of purpose and accomplishments when confronted with unexpected changes. If this is learned early in life, more security will be felt that they will be able to deal with an unpredictable future.

The project aims to make an inventory of existing innovative assessment practices

This project aims to look for and into already existing innovative and interesting good assessment practices. We do know that there are teachers and schools who work efficiently with alternative assessment methods, and it would be inspirational for educational settings to get acquainted with those in a well-documented way set into context by adding information about the schools, teachers, the methods and their acceptance by parents and pupils.

Overall objectives of the QoC Talks:

- To gain a better understanding of the Quality of Childhood in the EU Member States. This time we will focus on ‘Assessment and Dialogue: Enabling pupils to actively participate in their assessment’.
- To reflect on the role that the European institutions can play to improve the situation.
- To get to grips with the values, principles and approaches that could lead to improvements for children both in Europe and around the world.
- To form an effective working group and to get a sense of how to move on.

Agenda

Time	Subject	Speaker / facilitator
13:00	Opening	MEP Michaela Šojdrová
13.05	Word of welcome	Michiel Matthes, Chair, Alliance for Childhood European Network Group
13.08	The issues at stake around 'Assessment,' as highlighted in the ERASMUS+ project 'Personalised and formative assessment for school and learner development.'	Marta Domokos, Hungarian Waldorf Federation Ilona de Haas (ECSWE) and Camee Comperen (Learning for Well-being Foundation and ACT2gether)
13.15	Energiser and introduction to the programme by the co-facilitators	Ilona de Haas (ECSWE) and Camee Comperen (Learning for Well-being Foundation and ACT2gether)

13.20	<p>Discovery of three inspirational practices from the collection.</p> <p>These are examples of personalised and participatory assessment from across Europe, created within the classroom and school.</p>	<p>Niko Ginter: the 'Game of Human History'.</p> <p>Ulrike Sievers: an integrated framework of continuous assessment.</p> <p>Tom Oosterhuis and Marianne Rongen: an e-portfolios practice across a cluster of schools.</p>
13.50	<p>Open plenary discussion on the strengths and challenges of these assessment practices, supported by experiences from the audience.</p>	<p>Michiel Matthes</p>
14:10	<p>Breakout groups to deepen the discussion and reflect on policy messages.</p>	<p>With the presenters and assistance of facilitators</p>
14:30	<p>Plenary: collection of results and ideas for policy messages.</p>	<p>Ilona de Haas (ECSWE) and Camee Comperen (Learning for Well-being Foundation and ACT2gether)</p>
14.40	<p>Closing remarks</p>	<p>Richard Landl, Chair, European Council for Steiner Waldorf Education</p> <p>MEP Michaela Šojdrová</p>
14:55	<p>End of session</p>	