



## GTA-PNC AFL Looks Like Project What Is It?

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## Who Are We and Why Are We Here?

- Introductions
- Why are we here?
- What are the AfL projects?

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## Background of MISA GTA-PNC

- **6 MISA Professional Network Centres in the province linking districts geographically**
  - Linked professional learning communities
  - Virtual and face-to-face
  - Providing leadership & support
  - Formal relationships with research community
  - Build capacity for evidence-informed decision making
  - Mandate
- **GTA PNC**
  - Research to identify common issues in classroom assessment and teacher capacity for using data in the classroom
  - Research to determine I/T-related infrastructure to deliver data to classrooms and schools
  - Network and professional learning sessions to build local capacity for evidence informed decision making
  - Exploring Assessment For Learning and its role in classrooms

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### Environmental Scan – Classroom Assessment Policies in the GTA-PNC Districts

- Policies include diagnostic, formative and summative assessment and differentiated instruction
- Focus on primary purpose of assessment as learning
- Procedures manuals, guidelines for elementary and secondary assessment, evaluation for specific subjects or components of the curriculum, and additional resource information are available to the teaching staff

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### Environmental Scan – Classroom Assessment Practices in the GTA-PNC Districts

- Many teachers unaware of the assessment policies
- Teachers report difficulty trying to provide meaningful feedback to students
- Lack of understanding and professional knowledge
- “We know what we want when we see it”, but have difficulty articulating expectations throughout the stages of the learning process
- Better feedback provided at the elementary level

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### Overview of the “AfL Looks Like” Project (Using Report and Plan)

- History
- Role of Facilitator
- Role of Project Leader
- Role of Aporia
- Timelines
- Deliverables

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### Role of the Facilitator

- Learning together for your self and on behalf of others (your project)
- Challenging and being challenged
- Prod, teach, motivate, encourage, provide resources, guide, ask tough questions, model, think with, .....
- Providing professional learning and support for sites
- Documentation of the facilitation process used with sites
- Documentation of what AFL Looks Like in the sites

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### Why AfL?

- Change happens in classrooms and schools
- Teaching and assessment practices are the strongest predictors of student success
- Shifting the purpose of assessment and adding descriptive feedback is a powerful mechanism for enhancing and accelerating student learning.

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### Getting to AfL: New Learning and Unlearning

- Dilemmas paper

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## What is AfL?

- **Assessment that**
  - informs the next steps in learning and teaching.
  - focuses on providing information for teachers and students to understand how individual students approach their learning in order to provide feedback and modify the teaching and learning activities in which students are engaged.
  - based on the fact that students are all learning in individual and idiosyncratic ways, while recognizing that there are predictable patterns and pathways that many students go through.
  - is used to determine not only to reflect on what students know, but also to gain insights into how, when, and whether students use what they know, so that teachers can streamline and target instruction and resources and students can focus their own learning.

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## What is AfL? – Common Understanding

- Principles and Properties Task

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## Learning Imperatives for Us

- What Do We Need to Learn?

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## Local Planning

- Introduce the Local Context of Sites
- Between Now and September 19<sup>th</sup>
- Process for September 19<sup>th</sup>

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## Resources

- Generating a Resource List

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