

The Enabling Power of Assessment 3

Series Editor: Claire Wyatt-Smith

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Donald E. Scott

Charles F. Webber *Editors*

Leadership of Assessment, Inclusion, and Learning

 Springer

The Enabling Power of Assessment

Volume 3

Series editor

Claire Wyatt-Smith, Faculty of Education and Arts, Australian Catholic University,
Brisbane, Queensland, Australia

This series heralds the idea that new times call for new and different thinking about assessment and learning, the identities of teachers and students, and what is involved in using and creating new knowledge. Its scope is consistent with a view of assessment as inherently connected with cultural, social practices and contexts. Assessment is a shared enterprise where teachers and students come together to not only develop knowledge and skills, but also to use and create knowledge and identities. Working from this position, the series confronts some of the major educational assessment issues of our times.

More information about this series at <http://www.springer.com/series/13204>

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ISSN 2198-2643 ISSN 2198-2651 (electronic)
The Enabling Power of Assessment
ISBN 978-3-319-23346-8 ISBN 978-3-319-23347-5 (eBook)
DOI 10.1007/978-3-319-23347-5

Library of Congress Control Number: 2015953104

Springer Cham Heidelberg New York Dordrecht London
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Printed on acid-free paper

Springer International Publishing AG Switzerland is part of Springer Science+Business Media (www.springer.com)

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About the Editors and Contributors

Editors

Shelleyann Scott is a Professor in the leadership, policy, and governance specialisation in the Werklund School of Education, University of Calgary. She has held numerous leadership roles in Canada and Australia including most recently Associate Dean of Professional and Community Engagement and Director of Graduate Programmes. Shelleyann's work experience spans the contexts of business, government, and medical research and includes tertiary and secondary contexts, professional development, quality assurance, district school leadership, and serving as a business and government consultant. Her research interests include capacity building of leaders, educators, staff, and organisations within the contexts of K–12 and higher education and promoting instructional capacity that encompasses pedagogical strategies, assessment approaches and practices, and learning technologies. Shelleyann has published numerous articles and book chapters and serves on a number of editorial boards.

Donald E. Scott is an Assistant Professor in the leadership, policy, and governance specialisation in the Werklund School of Education, University of Calgary. His professional experience includes university educator, school teacher, and school network administrator. His research interests encompass postsecondary teaching and learning, professional development of teachers and faculty, school and university leadership development, and ICT integration within educational environments. He has authored many journal papers and chapters and is on the editorial board of a number of journals.

Charles F. Webber is Professor and Dean of the Faculty of Continuing Education and Extension, Mount Royal University, Calgary, Alberta, Canada. His current research interest focuses on the influences of school leaders on student achievement and on cross-cultural leadership development including technology-mediated leadership development. During his career as an educator, he has served as a classroom teacher, curriculum consultant, principal, professor, associate dean, and dean. His

work appears in international and national journals, and he has served as invited presenter in conferences, seminars, and workshops in North America, Europe, Asia, Africa, the Middle East, New Zealand, and Australia. He is the past academic editor of *Educational Forum*, a scholarly journal published by the American educational honour society Kappa Delta Pi based in Indianapolis.

Contributors

E. Nola Aitken began her career as a schoolteacher teaching students from Kindergarten to Grade 9 for over two decades. Following her teaching career she was a mathematics test development specialist and was further involved in the diagnostic mathematics programme for 5 years at the Student Evaluation Branch, Alberta Education, Canada. Following her work in those two areas, she taught assessment and evaluation of student learning in undergraduate and graduate programmes from 1992 to 2011 in the Faculty of Education at the University of Lethbridge, Alberta. Nola's research areas were student assessment, mathematics education, and higher education.

Nola has received several research grants including an award of a \$40,000 research grant to serve as Director to establish the Centre for Assessment Research in Education (CARE). In addition she received a \$43,000 Social Sciences and Human Research Count grant for her study on *Native Reserve Students' and Native Public School Students' Ways of Knowing and Doing Mathematics*. Also, Nola was part of a tri-university research team funded by Alberta Education to investigate assessment practices in Alberta.

Nola has published two coedited books and several journal articles and book chapters on assessment, mathematics education, and higher education.

Since she retired as Professor Emerita in 2011, Nola has continued to write in the education field and has pursued recreation activities such as music, art, and golf in Alberta and Phoenix.

Barrie Bennett is Professor Emeritus at the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT). His research work focuses primarily on the design of powerful learning environments for students and teachers through the process of systemic change. He is currently working in districts in three countries (Australia, Ireland, and Canada) on long-term projects related to instructional intelligence and systemic change. Instructional intelligence involves intersecting the current research on curriculum, assessment, and instruction guided by what is known about how students and teachers learn. That intersection is being driven by what is known about change and systemic change. He also assists teachers, schools, and districts with issues related to classroom management and school-wide discipline. Barrie has taught at the elementary and secondary levels, as well as having worked in group homes, prisons, and security units for juvenile offenders. He has written six books: *Cooperative Learning: Where Heart Meet Mind*; *Classroom Management: A Thinking and Caring Approach*; *Beyond Monet: The*

Artful Science of Instructional Integration; *Graphic Intelligence: Playing with Possibilities*; and most recently *Power Plays*. Currently he is completing a text on assessment titled *Assessment: The Missing Think*.

Bronwen Cowie is a Professor of education and Associate Dean of Research in the Faculty of Education at the University of Waikato. She is director of the Wilf Malcolm Institute of Educational Research, which provides the research infrastructure for the Faculty. Bronwen is a former secondary school teacher of maths and physics. Her research interests include assessment for learning, curriculum implementation, student voice, and the role of ICTs in education. She has worked on a number of large national research projects including the *Laptops for teacher's evaluations* and the *Curriculum Exploratory Studies* projects. She has extensive experience in classroom-based research using video, teacher and student interviews, and the analysis of teacher and student work. Her research is characterised by close collaboration with teachers within an action research frame. Bronwen is codirector of the Science Learning Hub, which is a Ministry of Business, Innovation and Employment initiative to make New Zealand science accessible to New Zealand teachers via a multimedia web-based resource.

Johanna de Leeuw is the Director and Assessment Research Consultant for Visible Assessment for Learning Inc., a professional learning organisation dedicated to promoting innovative inquiry and student peer and self-assessment strategies in critical thinking and writing. Johanna completed her PhD in assessment and instructional design and her MA on musically gifted adolescents from the University of Calgary, where she is teaching a winter session graduate course in gifted education. For Calgary Board of Education (CBE), Johanna held positions as system assistant principal (where she coordinated the CBE's Alberta Initiative for School Improvement Cycle 5 project), research specialist, English curriculum leader, humanities teacher, and music and fine arts specialist. She has had over 30 years of teaching experience at all grade levels both with the Calgary Board of Education and Mount Royal Conservatory of Music (now University), Calgary. Johanna continues professional development throughout Alberta in cross-jurisdictional, collaborative assessment practices at the high school level. Johanna has presented at numerous refereed (Canadian Society for the Study of Education, John Hattie's Visible Learning^{plus} in Australia, Alberta Assessment Consortium) and non-refereed conferences on the assessment of writing. Johanna is currently designing and developing *PeerVision@*, a formative assessment software application for peer and self-assessment.

Elaine Fournier is an elementary school principal and the coordinator for the New Teacher Induction Programme in her district. Her doctoral study explored the topic of how preservice education affects a novice elementary teacher's experience with mainstreamed special needs students. She is also a researcher and lecturer with interest and expertise in the areas of leadership, special education, and novice teachers. With over 20 years' experience in public education, she has provided leadership in the school board and in the county serving on various committees such

as The Principal's Advisory Group for Special Education and the Children's Mental Health Steering Committee.

Sharon Friesen is the Vice Dean and the Associate Dean of Professional and Community Engagement in the Werklund School of Education at the University of Calgary. She is also the president of the Galileo Educational Network. Her research interest is focused on the educational relevance of recent developments in the cognitive and complexity sciences and includes the ways in which K–12 educational structures, curriculum, and learning need to be reinvented for a knowledge/learning society. She has specific interests in and a deep passion for: (i) the promotion of deep intellectual engagement, (ii) the ability to create learning environments that require sustained work with ideas, and (iii) the pervasiveness of networked digital technologies that open up new ways of knowing, leading, teaching, working, and living in the world. She has co-authored three books. Sharon has received numerous awards for her research and teaching practice.

Joan Jeary is retired from academic life and now works as a full-time gardener in her yard and as a companion for her Border collie, Rufus. In her professional life Joan spent over 35 years working as a school psychologist, teacher, principal, district administrator, and university professor. Immediately prior to retirement, Joan served as director of the University of Calgary Applied Educational and Psychological Services and was employed as assistant professor in the Faculty of Education at the University of Calgary.

Val Klenowski is Professor of education at the Queensland University of Technology in Brisbane, Australia. She has research interests in curriculum and assessment reform, evaluation, social justice, assessment, and learning. Recent research and evaluation have been conducted in the fields of fairness and equity in classroom assessment, teacher judgment, and social moderation in the context of standards-driven reform, assessment, and student diversity. Val has published in the fields of assessment, pedagogy, curriculum, and evaluation. She has held academic positions at the Hong Kong Institute of Education and the Institute of Education, University of London, and is currently visiting professor at the University of Bristol.

Leanne Longmire is awaiting the conferral of a master's in education (gifted education) and a postgraduate certificate in gifted education from GERRIC, UNSW. She is an educator and leader in the Department of Education in Western Australia. She has served as an educator for over 25 years and has taught across all socio-economic demographics including elite and extremely low SES schools in private and public education systems. She was appointed *Level 3 Exemplar Teacher* (DETTWA) 12 years ago in recognition of the quality of her pedagogical leadership. Her leadership roles have included head of department (English), year coordinator, and student services manager. Her leadership in the service of gifted and talented (G&T) education encompassed the role of academic extension coordinator and challenge programme coordinator (Gifted and Talented Education programme) and spanned two decades. Leanne is a professional developer specialising in G&T education

including: identifying characteristics of G&T students, differentiated instruction and assessment, negotiating assessment, and establishing optimal classroom environments. She has also conducted professional development on curriculum and instruction in English. Leanne has served as secretary and conference convener of the Australian Association for Pastoral Care in Education and committee member and conference co-convener of the English Teachers' Association of WA, the Gifted and Talented Children's Association of WA, and the Association for Philosophy in Schools (WA). In pursuing fun strategies to promote higher-order thinking, Leanne, in collaboration with her colleagues, conceptualised a competition in philosophy, coining the *Philosothon*, an interschool philosophy competition which has now spread across Australia and into Asia and the UK. She has received a National Excellence in Teaching Award (NEiTA) and the Western Australian Department of Education and Training West Coast District Award for excellence in teaching for her innovative programmes with gifted and 'at-risk' students.

Leo MacDonald is a full professor at St. Francis Xavier University in Nova Scotia where he teaches science education at the BEd level and curriculum courses at the graduate level. Leo completed an MSc in physics from St. Francis Xavier University in 1985. He then graduated with his BEd from St. Francis Xavier University in 1988 and began teaching high school physics for 2 years. He completed his PhD in science education from the University of Alberta in 1997 and has taught at StFX since 1996 and is heavily involved in science education research, particularly with elementary teachers. He recently completed a million dollar project funded by the Canadian government and is examining ways consultants and principals can support upper elementary teachers in science and mathematics. He also holds an Imperial Oil Grant that is supporting the production of science kits for use in elementary classrooms and the corresponding research.

Michelle McKean completed her undergraduate degree in education at the University of Alberta with a major in elementary education and a minor in educational psychology. She subsequently worked for 3 years as a teacher both in Grade 1 and teaching junior high language arts and social studies in her third year. She then left the classroom to complete a master's degree in education specialising in counselling psychology. During her second year of graduate studies, she worked as a research assistant on the Alberta Student Assessment Study project gathering information for a literature review of educational leadership and general classroom assessment theory and practice. She currently enjoys doing intake interviews for a counselling centre.

Matthew J. Meyer is an Associate Professor of education in the Faculty of Education at St. Francis Xavier University (Antigonish, Nova Scotia, Canada). His areas of research lie primarily in three genres: educational leadership (administrator succession, administration ethics); the use of performing arts in educational research, teacher, and administrator professional development; and drama and theatre arts pedagogy, evaluation, and programme development. He received his PhD in educational administration from McGill University, Montréal. Matthew has

presented scholarly papers at local, national, and international conferences and has published articles and chapters in a number of different media. Prior to his university career, he spent over 24 years as a secondary school teacher in theatre arts and English literature, served as a performing arts department head, and directed over 225 theatrical productions. During that time, he toured extensively, nationally, and internationally, for over 16 years with his advanced secondary school drama students. Prior to his teaching and directing career, he was a professional musician and playwright.

Jacqueline Ottmann is Anishinaabe (Saulteaux) originally from Saskatchewan. After elementary and secondary teaching in public, separate, and private systems, Ottmann entered the graduate programme where she received an MEd degree and a PhD after completing research on First Nations spirituality and leadership and First Nations leadership development. Since 2004, Jacqueline has been Associate Professor at the University of Calgary in the Werklund School of Education where she instructs in both the teacher preparation and the graduate programmes. In this context, Ottmann has also been active in research and publications that focus on successes of Indigenous education, language, and literacy, Indigenous leadership and governance, organisational culture and change, and intercultural leadership. Through her research and publications, Ottmann has been invited to present at numerous conferences and consequently has established collegial and collaborative scholarly and educational relationships in Canada, the United States, New Zealand, and Australia.

Dawn Penney gained her PhD from the University of Southampton in 1994 and worked in universities in the UK and Australia before being appointed to the University of Waikato in 2010. Dawn's research and teaching interests are in policy and curriculum development in health and physical education and equity and inclusion in education and sport. Dawn has led research projects focusing on national curriculum developments, senior secondary schooling, pedagogy and assessment in physical education, and the Specialist Sports Colleges initiative in England. Her most recent book is titled *Assessment in Physical Education: A Socio-Cultural Perspective* (Routledge, 2013) and was co-authored with Peter Hay (University of Queensland). In January 2014 Dawn took up a position as professor of physical education and sport pedagogy with Monash University, Australia.

David F. Philpott can best be described as a tireless advocate for vulnerable children and their families, having enjoyed a 30-year career in education and community activism. Ranging from involvement in the closure of Exon House, the province's last residential facility for children with disabilities, in the mid-1980s to recent Pan-Canadian research projects, he has been at the forefront of informing societal approaches to supporting families with exceptional children. He joined MUN's Faculty of Education in 2000 following a 15-year career in the public education system. He has worked in a wide range of teaching and management positions in special education, including private consulting/counselling and educational