



*Teaching, Learning and
Assessment for Adults:
Improving Foundation Skills*

Janet Looney
OECD/CERI
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Launch Conference



OECD Policy Principle One
Promote active debate on the nature of
teaching, learning and assessment

The Debate agenda:

- What principles should drive provision in the adult LLN system?
- What counts as success, and for whom?
- How do systems recognise complexity and address ambiguity?
- Are learner assessment and programme evaluations used as tools for learning, and not merely to judge outcomes?



OECD Policy Principle Two: Strengthen Professionalism

- Initial training
- Professional development
- Ongoing support from programme leaders and peer networks



*OECD Policy Principle Three:
Balance Structure and Flexibility –
Formative Assessment as a
Framework*

- Tools and guidelines to bring structure and enable instructors to be more systematic in their practice
- Resources and training to build instructors' repertoires, capacity to respond to individual learner needs

OECD Policy Principle Four: Strengthen learner-centred approaches

- Instruction that fits learners' patterns of participation
- Smoother pathways for progression
- Portable portfolios and improved national databases to track learners' progress toward goals over time and across programmes
- A stronger focus on ensuring that formative and summative assessments are grounded in real-life contexts relevant to the learner's goals



*OECD Policy Principle Five:
Diversify and deepen approaches
to programme evaluation for
accountability*

- A focus on outcomes
- Targets
- National reporting systems
- Inspections and programme self-evaluations



*OECD Policy Principle Six:
Devote the Necessary Resources*

- People
- Time
- Money



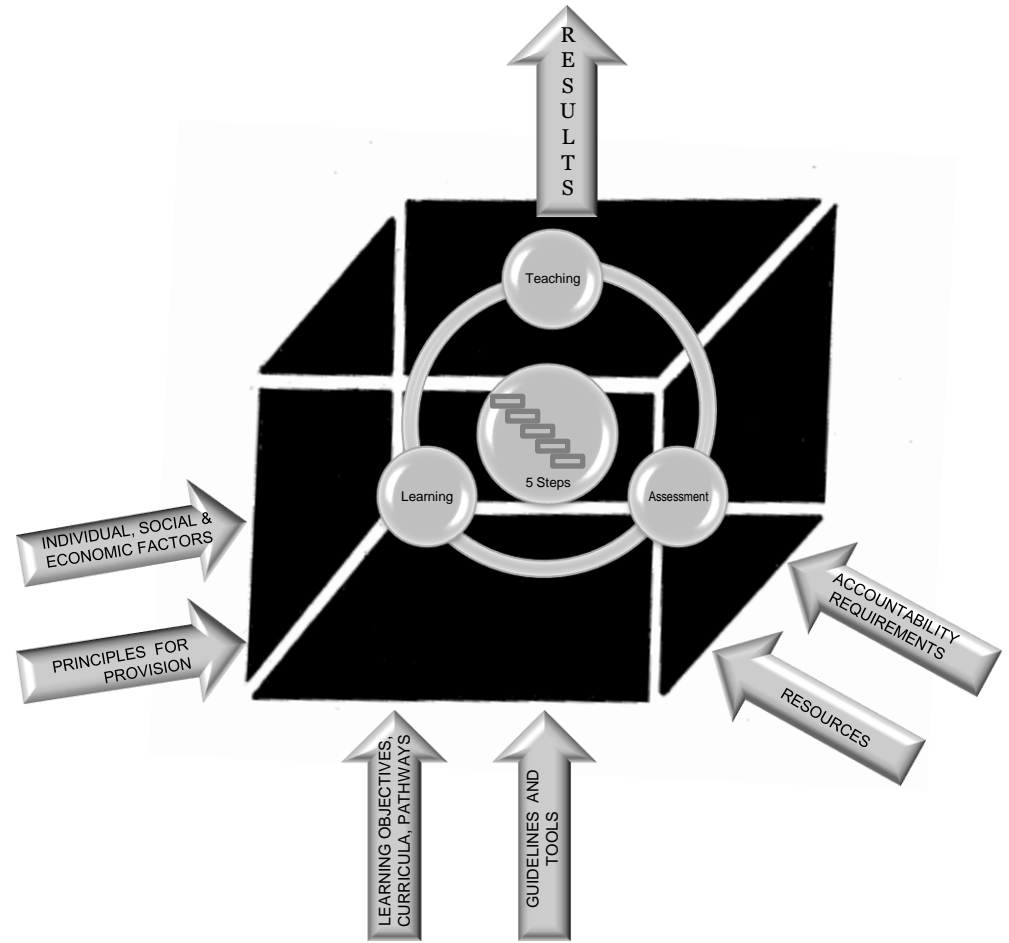
OECD Policy Principle Seven: Strengthen the Knowledge Base

- Classroom relationships and interactions as well as research on the impact of specific techniques of feedback, questioning and scaffolding
- The validity and reliability of different assessment instruments – including for diagnostic, formative and summative assessments
- How and why learners persist and progress in their learning


OECD Policy Principle Seven, Cont.

- Surveys of current practices to identify what works, as well as practices which are widespread but ineffective. Research may also focus on how and why instructors take on new practices
- Evaluations of policy impact, including alignment of policy goals with specific strategies, the adequacy of funding and effectiveness of investments
- Mutual international learning on what works across different contexts, as well as the range of approaches for organising and supporting improved programmes

The Classroom as "Black Box"




Workshop Sessions 2: Questions for debate




*Promoting authentic learning: setting
out broad principles for provision
and supporting them in practice
(OECD Policy Conclusions 1 and 3)*

- What kind of policy leadership is needed to promote productive debate and changes in the culture of teaching, learning and assessment?
- Formative assessment is an important approach for promoting learning. It also demands high-level instructional skills. Is this a feasible approach in most systems?



*Balancing learner-centred
approaches with demands for
programme accountability
(OECD Policy Conclusions 4 and 5)*

- To whom and for what should programmes be held accountable?
- Given how little is known about adult learner progression, how can systems set appropriate benchmarks for learner achievement?



*Strengthening the resource base (human
and financial) (OECD Policy Conclusions
2 and 6)*

- How to convince policy-makers (public and private) to dedicate the needed funding?
- Might current resources be used more effectively?
- What can be done to further professionalize the instructional workforce, given current resource levels? What are the priorities?