



Intuyu
Consulting

Empowering
21st Century
Learning



Bespoke Professional Learning

Effective Learning Frameworks

Professional Learning Cultures

Applied Learning

Personalised Coaching

Engaging

Authentic

Practical

Transformational



Formative Assessment

Introduction

The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning while it's happening. Developing a systematic approach to feedback and confirming learner understanding has been shown by Dylan Wiliam, John Hattie and many others to be incredibly powerful for improving student outcomes and developing self-regulated learners.

Elizabeth McLeod's years of experience as a teacher, curriculum leader and education consultant in a variety of Melbourne's top independent schools has highlighted to her the importance of embedding formative assessment practices into each and every classroom. Elizabeth brings extensive knowledge and experience with high quality instructional practice, curriculum design, education project management, and design and delivery of professional learning.

The following series of workshops covers various aspects of Formative Assessment that Elizabeth can lead for schools. All workshops are tailored to focus on either a primary or secondary context as appropriate to the requirements of the school.

[Intuyu Consulting's](#) aim when working with schools is to work with the teachers and the school leadership so as to have the school become self-sufficient as quickly as possible.

As our website states:

"We don't just talk, we do. We empower, not tell.

We have teachers and school leadership teams think and come up with solutions best for them."

Feedback from Teachers who have undertaken Elizabeth's programs

I would like to start using your techniques and adapt the strategies to the course content.

'Thanks, I really appreciated it - thank you so much :)'

'We really enjoyed the PD and am keen to try some things out'

'I attended your PD "Backwards Design Curriculum Planning with Differentiation in Mind" on Monday. It was a wonderful PD and I look forward to sharing my discoveries with the rest of the staff at my school'.

'Thanks for delivering such a rich PD last Friday.'

'Thank you for the excellent PD day on Setting up Differentiated and Brain-Friendly Classrooms'.

Fantastic!

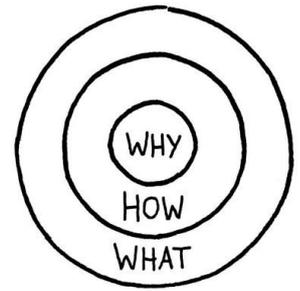
'We would really like to start applying some of your ideas in our school. We got a lot out of it and would like to thank you for the experience'.

Workshop 1

- ***The Case for Formative Assessment***

Exploring current thinking about assessment:

- The research and the evidence, which tells us that effectively using formative assessment can significantly improve student learning outcomes and build teacher quality



Workshop 2

- ***What constitutes evidence of learning?***

Learning for understanding and transfer:

- What should students understand from the subjects they learn?
- How can we ascertain what students understand? What will we accept as valid, reliable and credible evidence?
- How do we plan for assessment to be integrated into curriculum design?

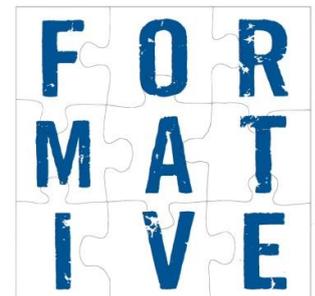


Workshop 3

- ***Formative assessment***

Fundamental elements of the formative assessment process:

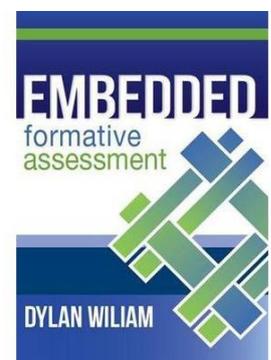
- What is formative assessment? What is not formative assessment? Why and when should we adopt it? How would using formative assessment affect our teaching practice?



Workshop 4

- ***Unpacking the five essential techniques of formative assessment***

1. **Learning intentions, goals and criteria for success:**
 - What are these? How are they constructed?
 - Why are they important and useful?
 - Why should they be clarified and shared with students?
 - Practical strategies and examples
2. **Student engagement - planning for effective classroom discussion and asking strategic questions:**
 - What makes a good question?
 - How does the teacher use classroom questions to effectively elicit evidence of students' misconceptions and learning?
 - What is strategic teacher questioning?
 - How does effective teacher questioning affect learning?
 - Practical techniques



3. Feedback that feeds forward – Where am I going? How am I going? Where to next?

- Feedback strategies – clarifying learning goals, responding to student work, modifying instruction - where to next?
- What types of feedback do teachers give?
- Feedback procedures - how to give effective feedback
- Feedback at the task, process and self-regulation levels
- Practical techniques

4. Cooperative and peer learning

- Creating classroom cultures that are conducive to co-operative learning – positive interdependence / social cohesion and motivation; individual accountability; group processing / cognitive elaboration; collaborative skills
- Co-operative learning structures
- Practical techniques

5. Self-regulated learning / self-assessment / metacognition

- Setting goals
- Developing, monitoring and evaluating a plan of action for learning - What in my prior knowledge will help me with this task? What should I do first? What should I do next? How much time do I have to complete the task? How am I doing? How should I proceed? Should I move in a different direction? What do I need to do if I do not understand? How well did I do? What could I have done differently?
- Student self-assessment / reflective questions
- Practical techniques

Note: these techniques can be presented as an overview (approx. 2 hours) and can also be explored separately through workshops that are specifically dedicated to each technique (3 – 6 hour workshops)

Workshop 5

• *Sustaining Formative Assessment*

Changing what teachers think doesn't make a difference unless they change what they do – 'acting our way to a new way of thinking':

- Developing a 'teacher learning community' with embedded and cyclic time (preferably monthly) to trial, time to discuss and reflect using anecdotes, evidence and work samples, time for new learning, time to plan for the next step
- Small steps – content, choice, flexibility, accountability through identifying goals, maintaining staff capacity
- How will we recognise that we are progressing? What will we accept as evidence?
- Using documentation to look at student work with colleagues
- Implications for practice
- Practical techniques

Note: For the impact of this process to be most effective, it would be ideal that the consultant regularly re-visits teachers to hear their stories about trying the strategies, to check for understanding, to guide the discussion and reflection processes, to provide 'new' learning and readings in a timely fashion and to ensure that change is being embedded and sustained systematically and appropriately.





Intuyu Consulting has worked with over 300 Government, Catholic and Independent schools around Victoria, Queensland, New South Wales, Western Australia, and New Zealand. Some of the Organisations and Schools we have worked with recently.....Catholic Education Melbourne; Australian Education Union, Victoria; Multicampus Victoria Western Region Deputy Principal Network, Vic; Lutheran Education QLD; Box Hill Institute, Vic; Epping Secondary College, Vic; Reservoir High School, Vic; Sandringham College, Vic; Billanook Primary, Vic; CBC St Kilda, Vic; Scots School Albury, NSW; Guildford Grammar, WA; Perth Modern School, WA; John Curtin College of the Arts, WA; Falls Road Primary, WA; Mt Alvernia College, QLD; Ipswich Junior Grammar, QLD; Clontarf State High School, QLD; Ryan Catholic College, Townsville, QLD; Lake Clarendon State School, QLD; Wulguru State School, Mackay, QLD; Humpybong State School, QLD; Redlands College, QLD

About Us



Elizabeth McLeod has worked as a teacher mainly in primary education settings and has taught at every year level. She accepted various school leadership and school executive management roles for leadership, curriculum and administration including Teaching and Learning Coordinator, IBO Primary Years Programme (PYP) Coordinator, and Head of Teaching and Learning at some of Melbourne's top Independent schools. Elizabeth has extensive knowledge and experience with high quality instructional practice, curriculum design, education project management, and design and delivery of professional learning.

As an education consultant, Elizabeth develops and delivers professional learning programmes and instructional coaching to schools, corporate organisations and other education consultancy work. She listens carefully and engages in substantive conversation to meet the needs of her clients, and personalises programmes to address these needs.

The works above can be presented in a variety of ways:

- *school professional learning sessions*
- *workshops – half day / full day, depending on elements selected*

All professional learning includes readings, videos and sustained discussion and activities for maximum participant engagement and retention.

To request a proposal and full costing tailored to your specific requirements, contact our office and we will be happy to provide these details for your perusal.

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