

P1 assessment Play, play-based learning, playful learning, curriculum Some thoughts

PRIMARY 1 PRACTITIONER FORUM

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Sharing a “world view”

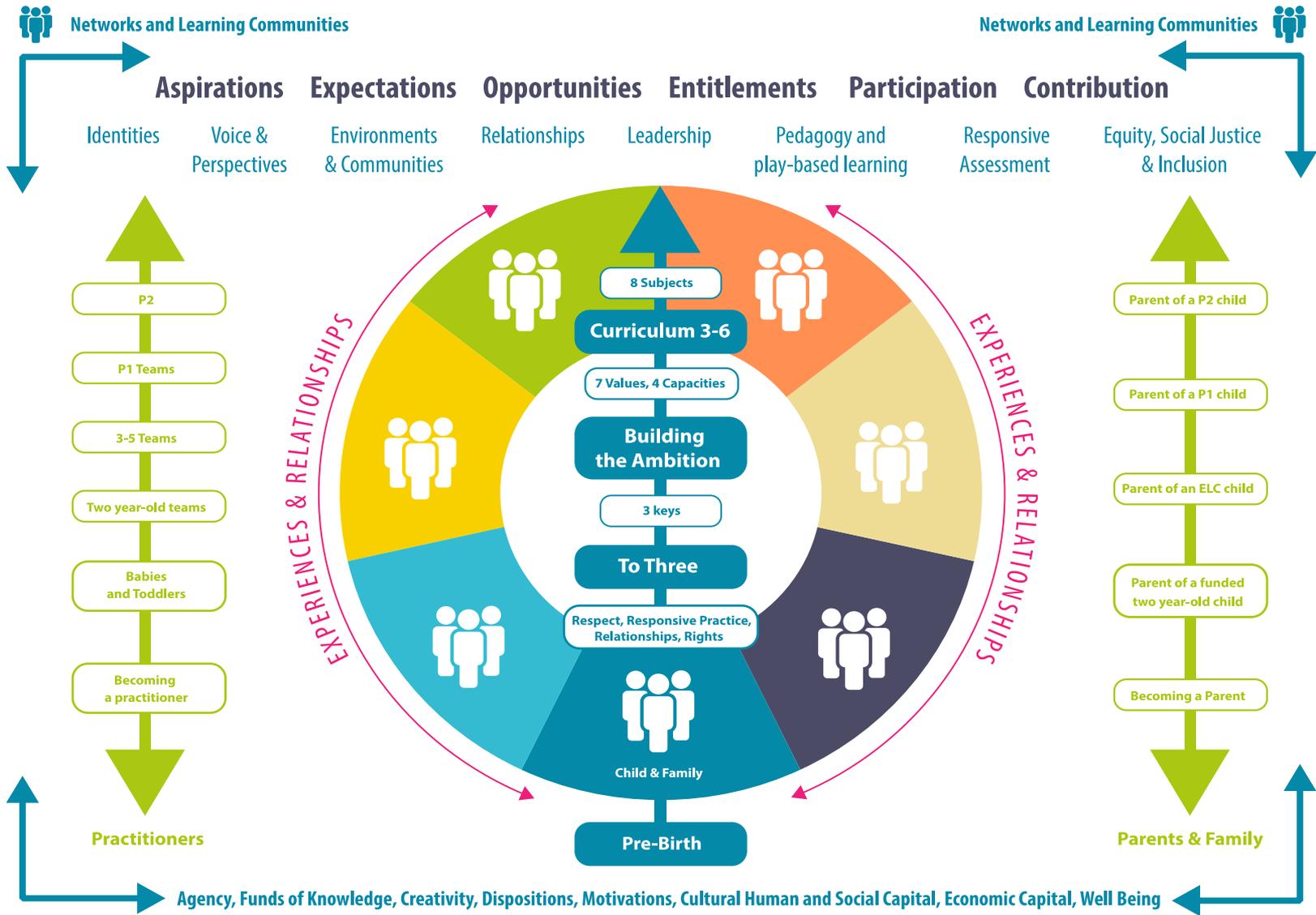
The teacher’s and researcher’s world-view and sets of beliefs are likely to position them in particular ways towards how they approach their work.

Rooted in an idea that humans understand each other by watching and listening, and that self-understanding is a reflection of the mirror we hold up to the world, my philosophy is one of meaning making – through observation, exploration, narrative and interaction.

This ontological position recognizes the complexity of educational experience and the challenge of understanding it.

So too the importance of relationships, the innate capacity of children, the importance not just of educational culture but primarily of home culture.

Many observed differences in experiences between children led me to an interest in how they, their families and educators navigate these differences and to reflect upon them.



Assessment

- What to assess?
- When to assess?
- How to assess?
- Why assess?

Curriculum phases – 3-6 Early Level of CfE

Test at school start regardless of age? Or test at 5 yrs-5yrs 6 months regardless of setting? (*OECD International Early Learning and Child Wellbeing Study, 2017*)



emerging literacy, emerging numeracy, self-regulation and social and emotional skills at age 5.

*The data have landed
First they said they
needed data about the
children to find out what
they're learning.*

*Then they said they
needed data about the
children to make sure
they are learning.*

*Then the children only
learnt what could be
turned into data. Then the
children became data.*

Michael Rosen

The International Early Learning and Child Well-being Study - FAQ

Why do we focus on early learning?

Who will benefit from this Study?

Will the well-being of participating children be ensured?

To what extent is the use of tablets appropriate for assessing children?

Does the Study assess school readiness?

How can I get further information on the Study? EarlyLearning@oecd.org.

<http://www.oecd.org/education/school/the-international-early-learning-and-child-well-being-study-the-study.htm>

The International Early Learning and Child Well-being Study

A critique:

The political reduced to the technical

A lack of self-awareness

Criticism? What criticism?

Valuing or dismissing diversity

Power is always present

Children's creation of play culture - Creation of meaning in play

Play is defined as children's active engagement and involvement in activities which are meaningful for them or through which meaning is created in participation with others, and which fosters the exercise of agency, collaboration and reflection.

Agency	Collaboration	Reflection
Autonomy- wanting to do what you do; Exploratory play; Symbolic play becoming representational; Play with rules; Self-other regulation; Persistence; Exercising choice; Participating through negotiation; Stepping up	Reason, reflect and collaborate; Role switching; characterisation; Intersubjective relationships: mutual self-other consciousness and its contribution to the child's ability to collaborate with another's action and interests and to learn from them; Play as practice (Piaget, 1971); Constructive play (Smilansky, 1990) – a process of children building and re-building - and in the process inventing, testing and representing their ideas about the world; Reciprocity	Mediation Introspection Describe and problem-solve Language, play and cognition- know, think, learn, reason and remember, formulate plans, to reflect and to collaborate Reflecting on own thinking, mentalise about others Self-expression
Complex play: imitative role play; make-believe play with objects; make-believe with actions and situations; persistence; interaction and verbal communication (Smilansky, 1968).		
Role play - imitative play - intersubjective relationships		
Using first-hand experience, making up rules, making props, choosing to play, rehearsing the future, pretending, playing alone, playing together, having a personal agenda, being deeply involved, trying out recent learning, co-ordinating ideas, feelings and relationships for free-flow play (Bruce, 2001).		
Role of adults * Self- and other-regulation * Environmental affordances * Culture of play as such and play in school * Peers		

Is play still visible?

<p>Maths story of 4 (Ruby, Katie & Colin)</p>	<p>Whole class and individual contribution</p>	<p>Teacher introduces the number bus: class works on composition of four and all possible number bonds. Children volunteer to take part. Katie & Colin contribute successfully, Ruby appears not to understand what is being asked of her.</p>
<p>Language session The Lost Key Sentence building</p>	<p>Whole Class Small groups: paired tasks</p>	<p>Book making the story of the lost key Acting out the story Building on the content of the story, Mrs Devine has prepared language task including sentence building. Children work in pairs to complete sentences: they have 8 large cards with complete sentences, and little bags of words to use to match these up. There are not enough single words to complete all the sentences at once: this involves negotiation with their partner: children focus well.</p>
<p>Language new topic introduced: estate agents (Ruby, Katie & Colin)</p>	<p>Small groups discuss where they live, their experience of moving house, missing a friend who has moved away</p>	<p>Mrs Devine introduces a new topic about houses and home which will lead to an imaginative context around the idea of an Estate Agents. Children relate well to this: they have lots of first-hand experience to offer about houses and homes.</p>

Terms of reference for review

- the compatibility of the P1 assessments with the play based approach to early level of CfE
- the alignment of the P1 assessments to the benchmarks for early level
- the effect of taking an on-line assessment on P1 children
- the usefulness of the diagnostic information provided to teachers and how it supports their professional judgement
- the implications of the review for the ongoing development of the national Gaelic Medium Education standardised assessments (MCNG)
- the future of the P1 assessments considering in particular whether they continue in line with the current continuous improvement model; be substantially modified; or should they be stopped

<https://www.gov.scot/publications/independent-review-of-p1-assessments-how-it-will-be-conducted/>

References

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Long longitudinal study Ernie's funds of knowledge

MR MRO MI
ONQ NOQ
OE FOQ

$$\begin{aligned}1 + 2 &= 3 & 6 + 2 &= 8 \\2 + 2 &= 4 & 10 + 10 &= 20 \\2 + 2 + 2 &= 6 \\30 + 6 + 2 &= 38 \\40 + 40 + 2 &= 82 \\40 + 40 &= 80 \\6 + 6 + 6 + 5 + 5 &= 28 \\9 + 80 &= 89\end{aligned}$$

