



The
University
Of
Sheffield.

Assessment for Learning (AfL)

in one Maltese State College

Volume 2 - Appendices

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A thesis submitted in partial fulfilment of the
requirements for the degree of Doctor of Philosophy

The University of Sheffield

School of Education

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Appendix I – Personal Communication with Prof Chris

Shilling

A question about **structuration theory**

me to C.Shilling ↕
Profs Shilling,

10/12/2014 ⋮

I am undergoing doctoral studies with Sheffield about teacher learning and dispositions in teaching and learning innovations.

I have read your article:
Reconceptualising Structure and Agency in the
Sociology of Education: **structuration theory** and schooling.

I would like to clarify some points to check whether I understood your argument:

Since, structure and agency are seen on a separate dual level, **structuration theory** is offering an alternative to make us aware that one's own work is conditioned by the social structures we work in.

In view of this, can I say that the school social structures are affected by the kind of leadership within the school? Thus, there is the national social structure...provided by the Education Department and the internal social structure created by the school, thus the teacher's agency is not only affected by the big social structure but also be its micro level.

While thanking you for your time, I look forward for your advice.

Regards
...

Chris Shilling to me ↕
Doreen

10/12/2014 ⋮


You could argue that but would need to justify it in terms of the rules and resources actually drawn on by individuals.

BW

Reply ➔

**Appendix II – Personal Communication with Prof Tony
Ghaye**

Re: A Query about your article about PAAR 📌 ⌚ 🗑️ ✓ ⋮

 **Tony Ghaye** to Doreen 03/06/2014 ⋮


Hi Doreen,

Thank you for your mail. Congratulations on being a doctoral student. It seems your focus is on assessment for learning THROUGH action research. Are you in school education or some other field?

Thank you for your question. As you will be aware, AR is a very broad church. Originally it was conceived as being all about the living 'I' (about you!) and usually with the problems of practice. PAAR is more than an extension of this into more collaborative forms of AR. It importantly adds an appreciative dimension. This is new. By appreciative I really mean that it shifts the emphasis of AR away from problems to a focus on success, away from deficits and towards strengths. In other words it does not see improving practices and policies by working hard to get rid of all the things you don't want. Its a complementary way of working which advocates that we get better by knowing, developing and playing to our strengths. In other words PAAR is about focusing on what you want rather than what you don't want.


I don't know what you mean by this sentence. Sorry!
Would this make sense, or if it is action research, it has to be of generation only per research?
Happy to discuss and help more if I can.
Tony

Professor (dr.) Tony Ghaye,
Director,
Reflective Learning - International (RL-INT LTD)


NON-PROFIT
ORGANIZATION


Company Number: 8051664

Registered Office:

 Reply ➔

**Appendix III – Personal Communication with Dr Margaret
Riel**

Collaborative action research Query
📌 ⌚ 🗑️ ✓ ⋮



me to Margaret ↕

Dr Riel,


9 Jul ⋮

I am reading for a doctoral degree at the University of Sheffield. My research area is about the positive influence of collaborative action research on primary school teachers' beliefs and practice about AfL.

In reading about action research, I have learnt that there is a family of AR approaches. However, what I am finding elusive is the fine line between participatory and collaborative action research. Can they be distinguished?

I thank you in advance for your clarification on the matter.

With kind regards,
Doreen
...



Margaret Riel to me ↕


Hi Doreen,

10 Jul ⋮

Good question....

All action research is really participatory action research at one level, as action research is done with people (not on them). But when you get others to do action research with you in the same setting we call it participatory-- this might be a researcher, community organizers, parents, and other stakeholders all working together doing action research in the same setting. While they are each doing action research with a different perspective, they might come together and write one report that presents their different approaches and reflections.

You can also do action research with other action researchers but each are working in different settings. For example a set of teachers might be doing action research and helping one another with their process. This would be collaborative action research but not participatory action research. They teachers are not participating in the action research of their peers.



Reply

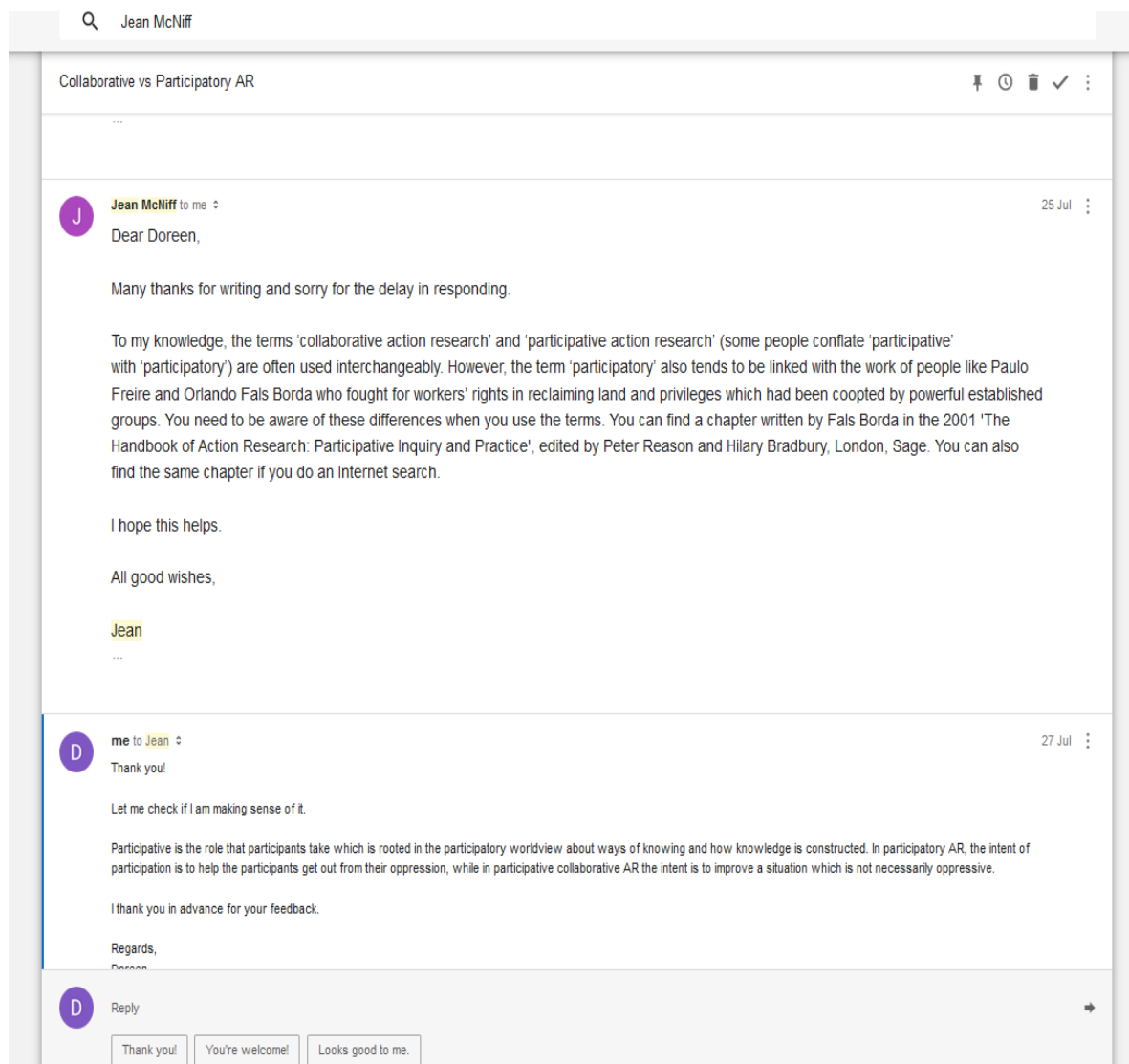
➔

Yes, I agree.

Will do.

Not really.

**Appendix IV – Personal Communication with Prof Jean
McNiff**



D **me to Jean** to me ↕ 27 Jul ⋮

Thank you!

Let me check if I am making sense of it.

Participative is the role that participants take which is rooted in the participatory worldview about ways of knowing and how knowledge is constructed. In participatory AR, the intent of participation is to help the participants get out from their oppression, while in participative collaborative AR the intent is to improve a situation which is not necessarily oppressive.

I thank you in advance for your feedback.

Regards,
Doreen
...

J **Jean McLiff** to me ↕ 2 Aug ⋮

Thank you, Doreen – this sounds good to me.

All the best,

Jean
...

D Reply ➔

**Appendix V – Personal Communication with Prof Klaus
Krippendorff**

Re: Reliability in content analysis 📌 ⌚ 🗑️ ✓ ⋮

D me 22/10/2016 ▾

Prof Krippendorff, I am a fourth year doctoral student at the University of Sheffield. My research study consists in the exploratory investigation of the relati

K Krippendorff, Klaus to me ↕ 23/10/2016 ⋮

Dear doreen

Your message caught me while waiting in an airport flying home from abroad.

You are correct, using coders with different backgrounds and linguistic sensitivities is likely to create unreliable data that defy analytically valid conclusions. Indeed, you have to develop clearly communicable coding instructions that coders need to be able to follow without deviation. These coding instructions need to be especially specific where you think different competencies might lead to different accounts by the coders you employ.

Actually it is advisable to use coders with good literary skills and common experiences with the subject matter you are investigating.

I fonder why the content analysis book does not make this clear.

There is another book coauthored by me titled "the content analysis reader." It features several chapters on coding instructions - simply and complex ones.

I hope this helps.

Klaus

Sent from my iPhone

...

D Reply ➔

Appendix VI – Information Sheet

Dear Teacher,

Project title:

Action Research & Assessment for Learning: Do they go together?

Researcher: Doreen Said Pace

I am currently doing a research study with the University of Sheffield. My main area of research is about assessment for learning within our context.

You are being invited to take part in this research project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

Thank you for reading this.

Aim of Study

- To give the opportunity to teachers to be front leaders in deciding, planning, acting and reflecting on the assessment for learning strategies. As a result of you being in control, will this contribute to a better understanding and sustaining of these strategies?

Why your school has been chosen?

- It is the latest addition which completes the primary schools within this college working on assessment for learning.
- Additionally, no form of support has been given to date.

Duration – one scholastic year.

What will I be required to do?

- Discuss and plan the project with the researcher.
-

- Group meetings of **not more than three per term**.
- Observe the researcher during a demo lesson and take down some points about the strategies that the researcher is using.
- Discuss your feedback about the lesson and decide on the next step.
- Take note of the events as they unfold.

End of School Year & Conclusion of Study

- Evaluation of this experience through either an informal conversation session with me or else by writing points on your reflective journal log.
- Gathering feedback from your learners.

Your Rights

- Participation is on a **voluntarily basis**.
- You can withdraw at any time without giving reasons.
- Should you wish to log a complaint, you can do so with the University or the Research Department.
- Research Project is ethically correct as the process has been verified by the Ethics Committee of Sheffield.
- All data will be anonymous and used by the researcher in her thesis or conferences or papers.
- You will be consulted all the way, so, if you would like to remove particular data, you can do so at any time.

If you are interested in participating, kindly complete the attached consent form and confirm on this email

edq11ds@sheffield.ac.uk



- ✓ Part of a research project with a prestigious University.

- ✓ Will have a journal log to keep and present in any occasion you deem important as prove, not only, that you have participated in a high level research but also that your own professional development is at heart.
- ✓ The possibility of having a certificate as recognition for taking part in this.

Informed Consent (Training)

Title of Project: Assessment for Learning through an action research approach.

Name of Researcher: Doreen Said Pace

Please initial box

1. I confirm that I have read and understood the information sheet dated _____ for the above project and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason.

3. I understand that my responses will be anonymised before analysis. I give permission for members of the research team to have access to my anonymised responses.

4. I agree to take part in the above research project.

5. I agree to have photos and/or audio videos* taken during the group sessions.
**Delete as necessary.*

Name of Participant	Date	Signature

Doreen Said Pace		
	Date	Signature

**Appendix VII – Record-Keeping Booklet & Letter of
Acknowledgement**

A Research Project under the supervision of



My Reflections on the

Co-Researcher ____

Scholastic Year 2014_2015

Welcome

Dear teachers & co-researchers,

It is my greatest pleasure to have you on board this project with the ultimate aim to become even better professionals in our work than we already are. I am using the term, *our*, as I will undergo this process as much as you with my aim, being, **to be of better support and service to you**, whereas, from your side, this will be an opportunity to be able to discuss, plan, decide, act and reflect on the assessment for learning journey process within your class. In a nutshell, it is a form of professional development which is teacher centred according to your current class circumstances. It is my hope that this journey will give you an improved understanding of assessment for learning built on from your class practices with your learners. We will do this together through in class practice and five group discussion meetings spread throughout the scholastic year during school hours. *As a sign of gratitude and appreciation for your involvement, a letter of acknowledgment, by the Director General within the Directorate for Quality and Standards in Education accompanied by a certificate will be issued in your name.* A sample of this letter is being included in this booklet.



It is being understood that if you are reading this, you have already accepted and consented to be part of this. Despite this, should you wish to withdraw from the project at any point in time, you can do so without giving any reason and without any effect on your professional career or on our professional and personal relationship.

Should you have any queries, do not hesitate to contact me on my email.....edq11ds@sheffield.ac.uk

This project is being funded by the MGSS board and has been approved both locally and abroad by the Sheffield Ethics Committee.

Yours Sincerely,

Doreen Said Pace

Informed Consent (Action Research)

Title of Project: Assessment for Learning through an action research approach.

Name of Researcher: Doreen Said Pace

Please initial box

6. I confirm that I have read and understood the information sheet dated _____ for the above project and have had the opportunity to ask questions.

7. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason.

8. I understand that my responses will be anonymised before analysis. I give permission for members of the research team to have access to my anonymised responses.

9. I agree to take part in the above research project.

10. I agree to have photos and/or audio videos* taken during the group sessions.
**Delete as necessary.*

Name of Participant
(or legal representative)

Date

Signature

Doreen Said Pace

Date

Signature

Certificate of Appreciation



THIS CERTIFICATE IS AWARDED TO

**IN RECOGNITION OF
VALUABLE CONTRIBUTIONS TO**

*The Assessment for Learning through Action Research Approach
Project*

As part of doctoral studies by Doreen Said Pace.

DATE

SIGNATURE

DIRETTORAT GHAL
KVALITÀ U STANDARDS FL-EDUKAZZJONI
FLORIANA VLT 2000
MALTA



DIRECTORATE FOR
QUALITY AND STANDARDS IN EDUCATION
FLORIANA VLT 2000
MALTA

Id-Direttur Ġenerali

The Director General

Our Ref:

XX/07/15

Re: Participation in PhD Action Research

To whom it may concern,

This is to certify that Mr / Ms _____ (ID No. _____) of _____ *Postal Address* voluntarily participated in an Action Research led by Ms Doreen Paid Said as part fulfilment of her doctoral research with the University of Sheffield, UK.

The study investigated the extent of the effectiveness of the deliberate and consistent use of Assessment for Learning (AfL) pedagogy as a major catalyst to achieve the aims and targets established in the National Curriculum Framework (NCF) and the Education Strategy Framework (2014-2024).

Teachers participating in the research as co-researchers throughout Scholastic Year 2014-2015, were involved in:

- Recording their reflections in a journal log;
- Discussing their reflections and the course of action in 5 group meetings lasting 1 ½ hours each;
- Contributing in an online discussion to keep the momentum;
- A final evaluation interview;
- Sharing of their experience with colleagues;
- Assisting in the formulation of local narratives embedded within the right theoretical framework.

Yours,

Mr. Ian Mifsud
Director General
Quality & Standards in Education

Enc

MINISTERU GHALL-EDUKAZZJONI U X-XOGHOL
MINISTRY FOR EDUCATION AND EMPLOYMENT

TEL: 2598 2404 FAX: 2598 2504

Project Outline

Group Meeting 1: Beginning of scholastic year

(Preferably by the week ending 17th October, 2014).

- Agenda:** Setting the ball rolling.
Discuss queries.
Time to write your thoughts.

Group Meeting 2: Just after the mid-term holiday

(Preferably by the week ending 14th Nov, 2014).

- Agenda:** Discussion of our input (Section 1 to 3)
Discussion time.
Time to write your thoughts.

Group Meeting 3: Just after the Christmas Recess

(Preferably by the week ending 16th Jan, 2015)

- Agenda:** Discussion of the demo lesson experience.
Discuss our lesson trials.
Co-researcher queries.
Time to write your thoughts

Group Meeting 4: Just after the Easter holidays

(Preferably by the week ending 17th April, 2015).

- Agenda:** Discussion of our trials.
Evaluation procedure.
Co-researcher queries.

Group Meeting 5: End of Term 3

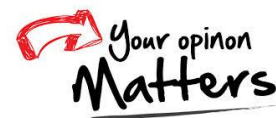
(End of June/beginning of July).

- Agenda:** Co-researchers will decide on their preferred mode of evaluation.



Group Meeting 1: Introducing the project.

Date:



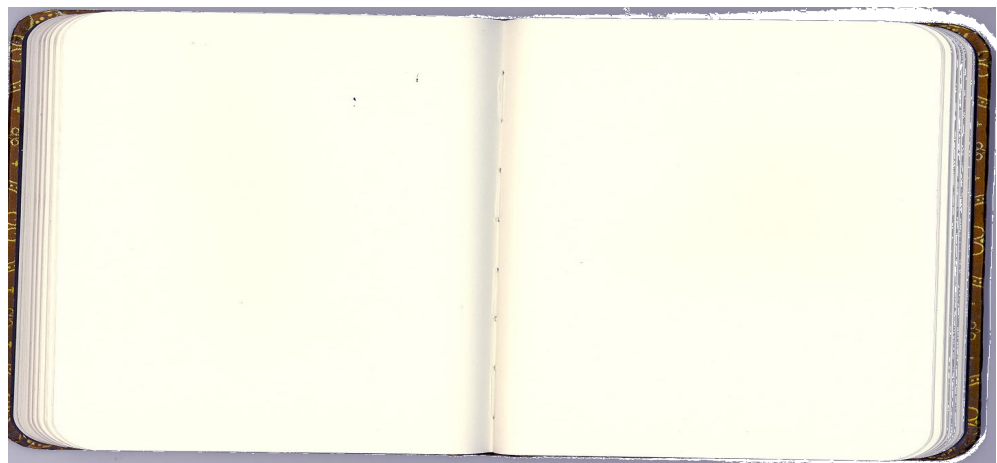
<p>1. Assessment for learning (AfL): what comes to mind?</p>	<p>2. What could be the benefits of using assessment during learning?</p>	<p>3. What are your concerns about teaching & learning, which we can address using AfL?</p>

 In view of your concerns, what could be the project's goal which we will target using

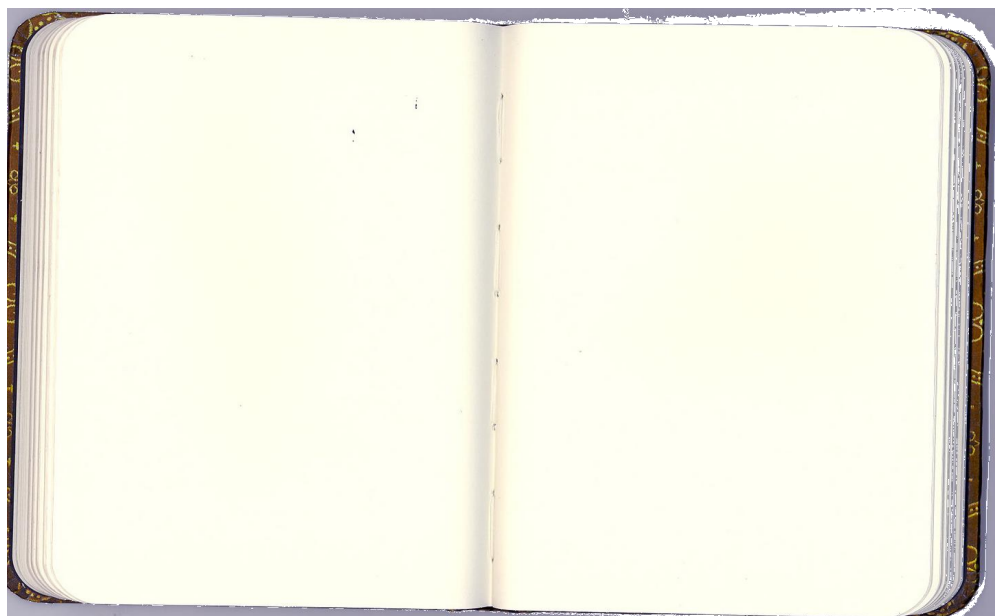
AfL?

The project goal:

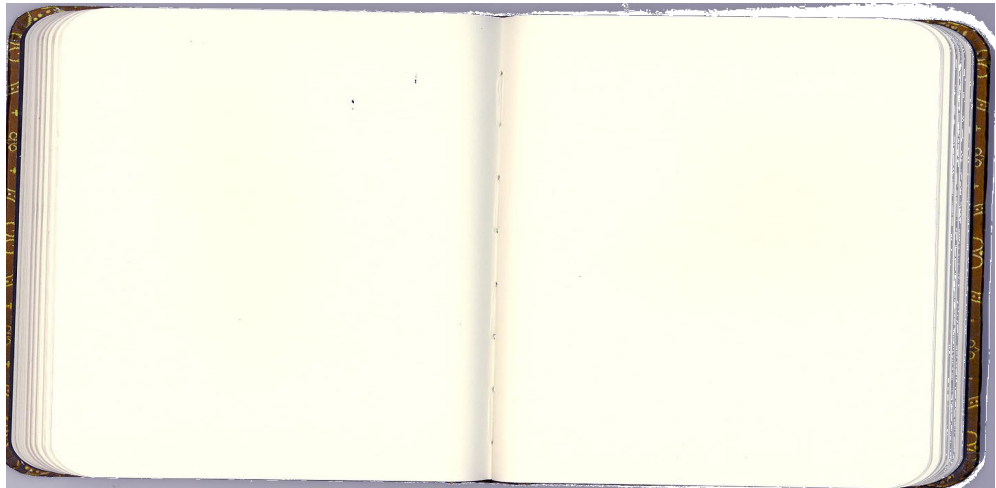
4. What are the common concerns within the group?



5. Any possible suggested solutions?



6. How am I feeling about this journey?



Next Meeting will be on:



What if, we support each other through a



discussion in a secret

facebook group?

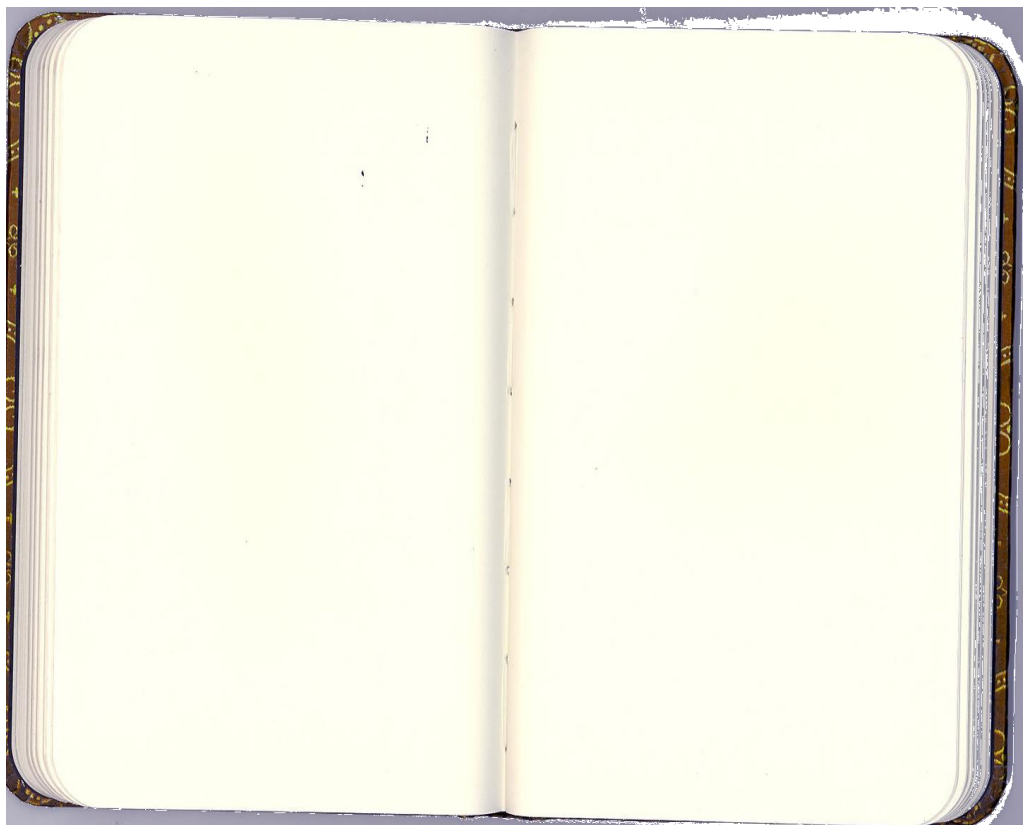
Term 1-Section 1: Getting to know myself better.



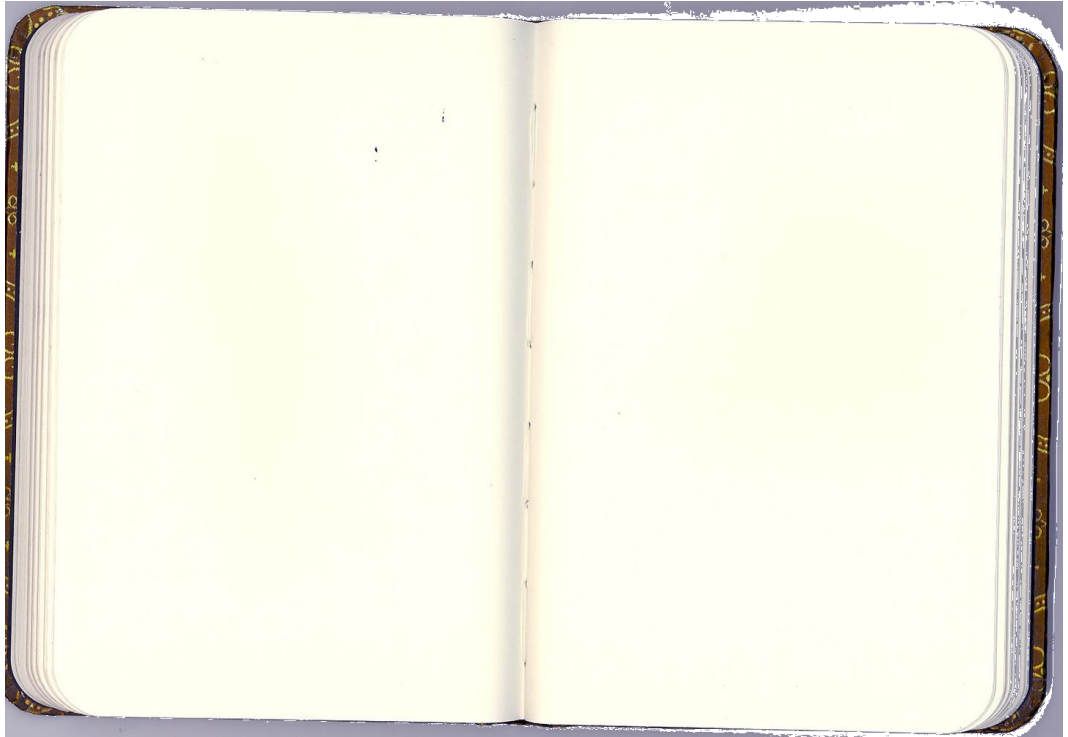
Let's open up a bit!

👉 Describe as you deem most appropriate, point form, paragraph format etc.

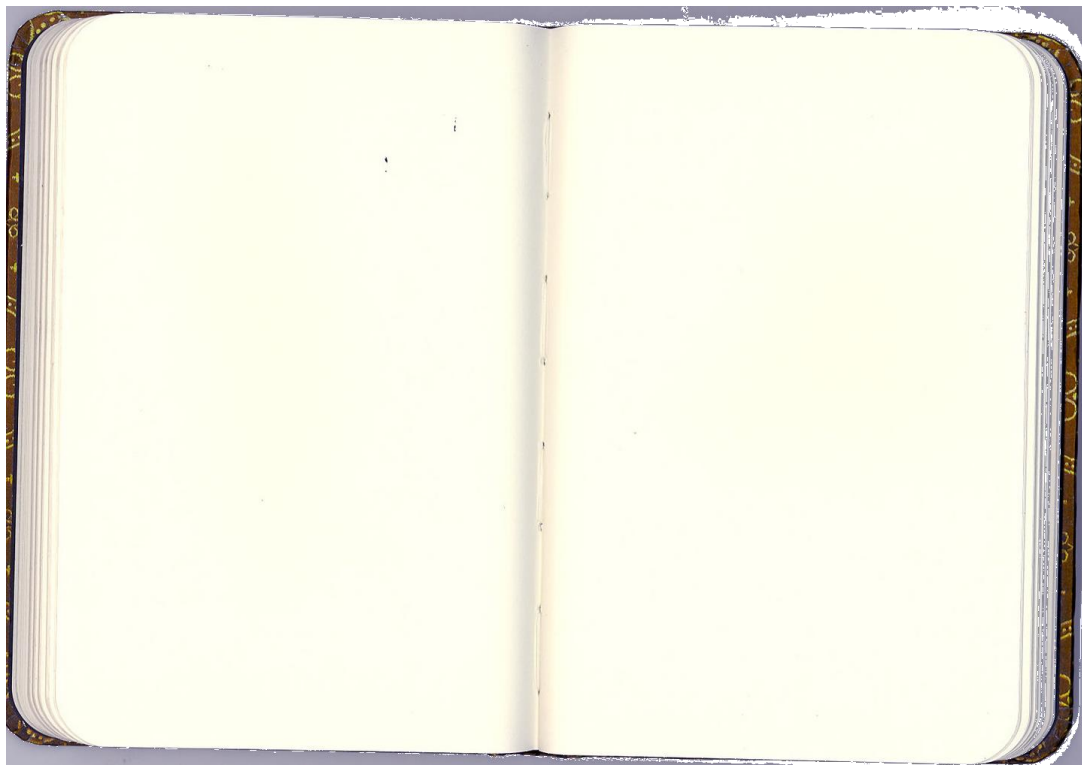
1. What is my teaching style?



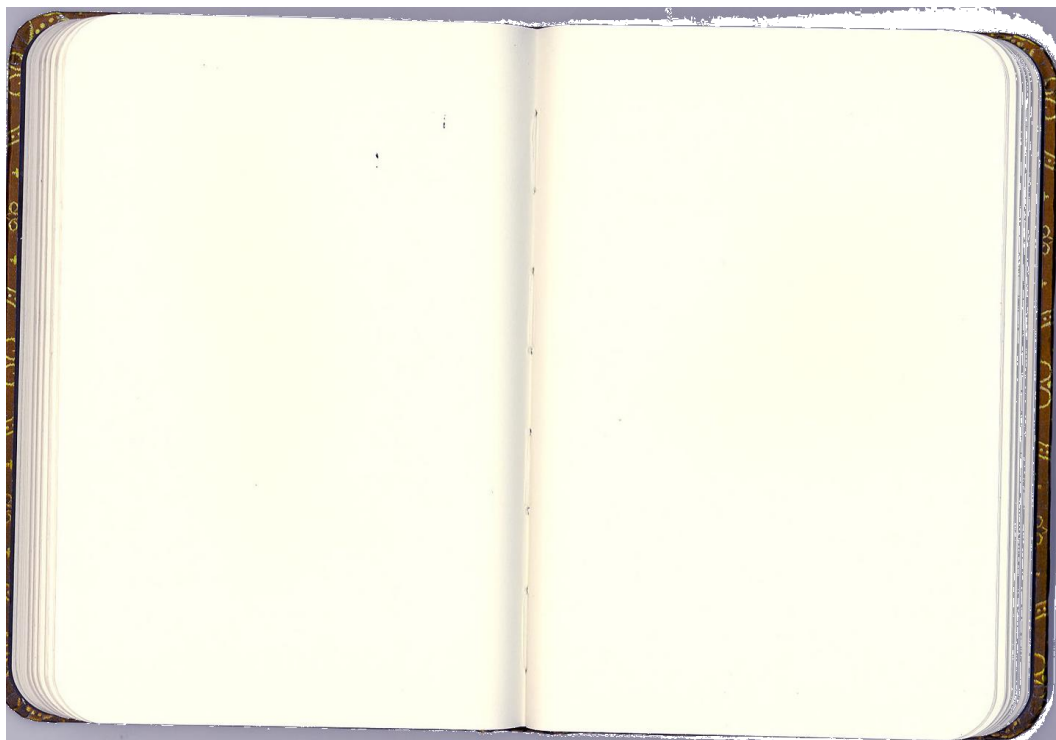
2. Why do I feel comfortable using this style?



3. Who is in my class this year? Describe the characteristics.

























4. What are my major concerns about this class?





Section 2: What are my beliefs?

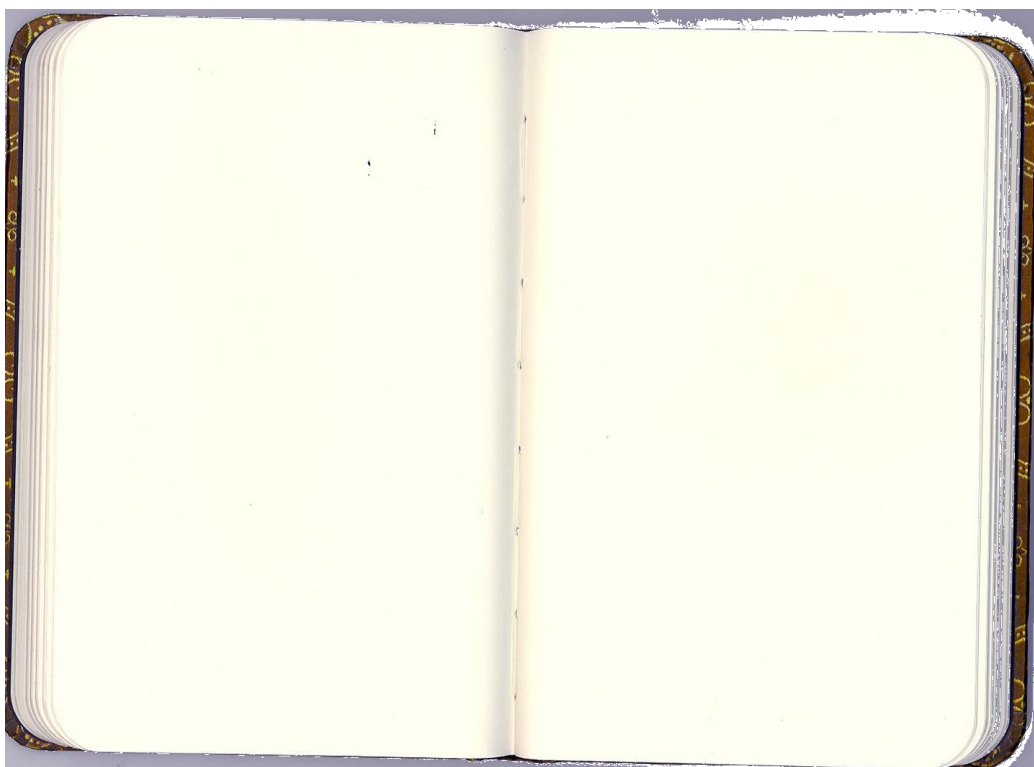
Do I believe that?

1. Everybody can learn.		
2. Success in achievement is the result of the amount of deliberate effort that the learners put.		
3. Mistakes are part of learning and it is the way we deal with them that makes the difference.		
4. Feedback is more work for the receiver rather than the giver.		
5. Learners should be provided with the opportunity to work on the feedback in class.		
6. Group learning talk can lead to significant learning.		
7. The learners have the ability to check the quality of their work after being trained from their class teacher.		
8. Sharing the quality markers of what makes a good piece of work will help the learners in producing better work.		
9. The use of higher order questions will encourage participation from all the learners and increase the reasoning skills.		
10. Learners are at different starting points before a new learning episode and I need to check on where they are.		
11. Sharing the learning objective both in writing and verbally will help the students to focus.		

Section 3: What do I actually do?



In my teaching, what do I do to show my beliefs?



From the above list, write your top 5 beliefs.

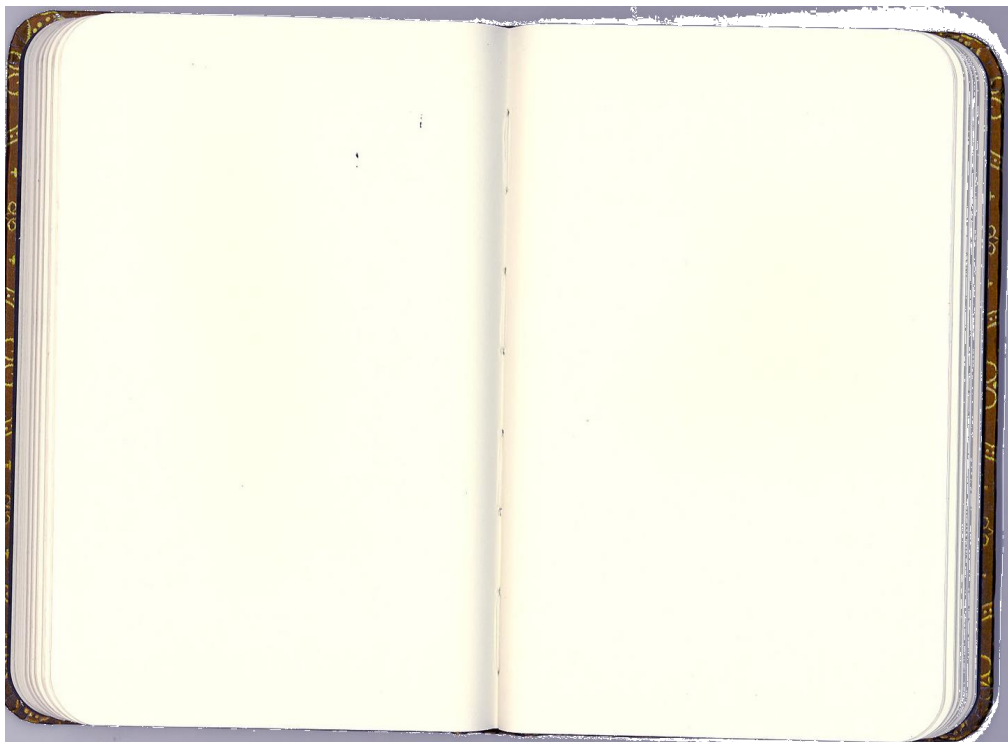




Group Meeting 2: Discussing Section 1-3.

Date:

1. What did I learn?



Section 4: Demo Observation Focus

Demo Observations

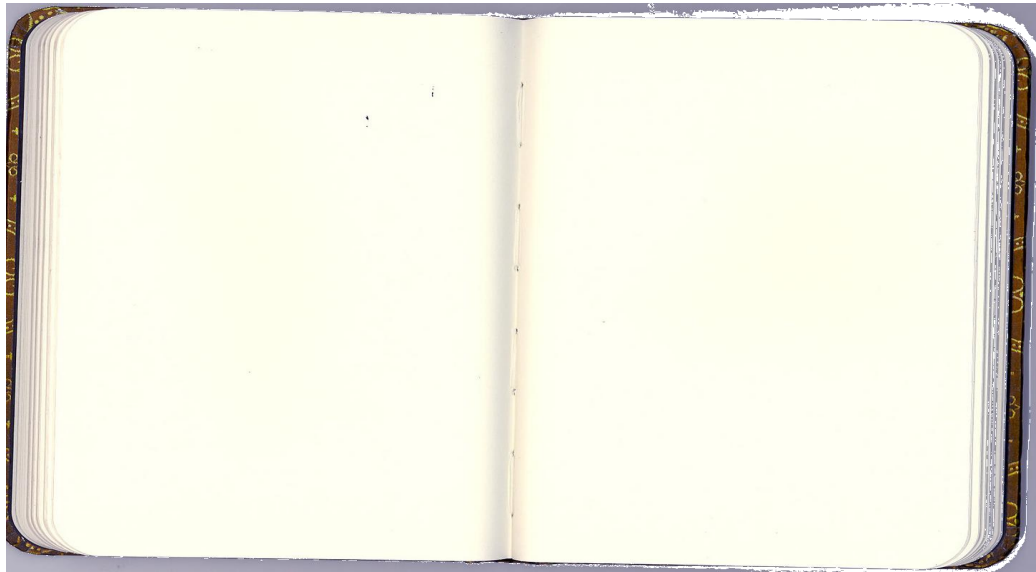
Name: _____

1. What was the focus of the demo?	2. Why do you think it worked?
3. How did the teacher interact with the students?	4. What did the students do?
5. How did the students respond to the demo?	

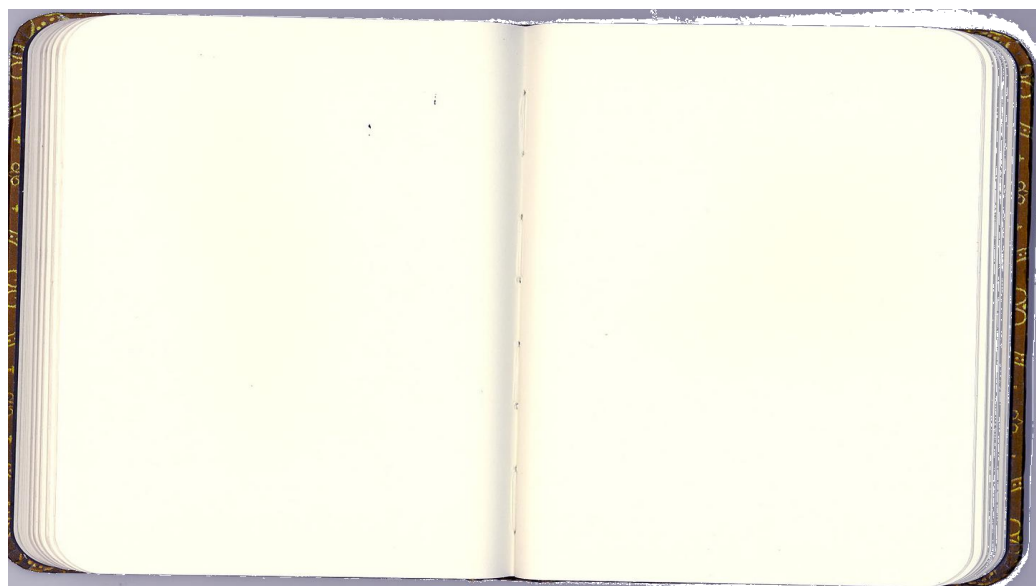
Rate the quality of the demo: _____

Comments: _____

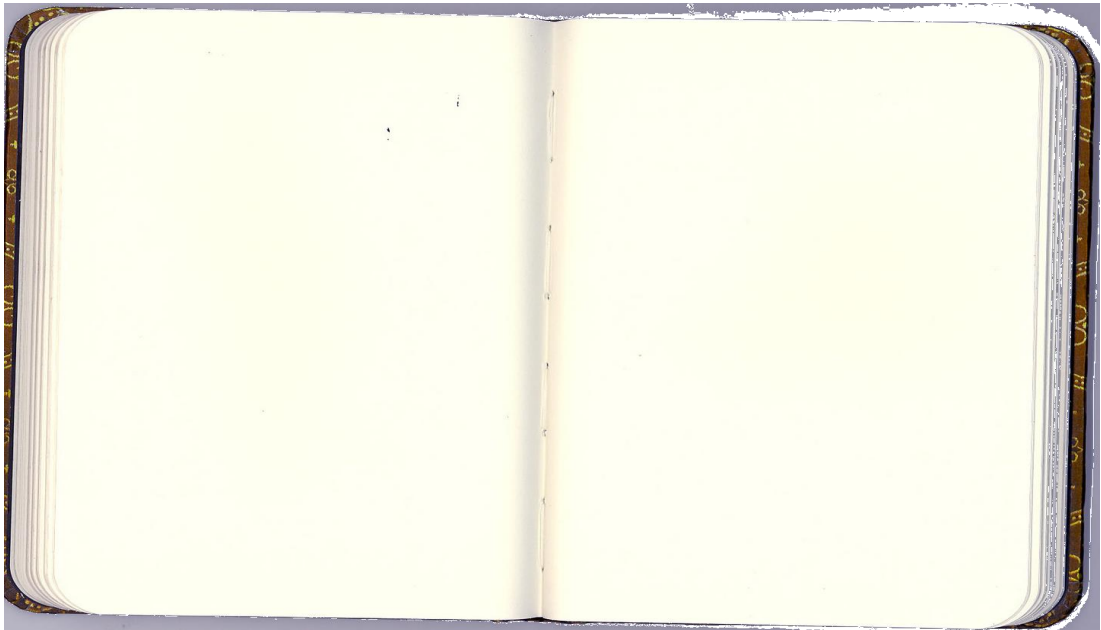
1. Give examples of the learners' response.



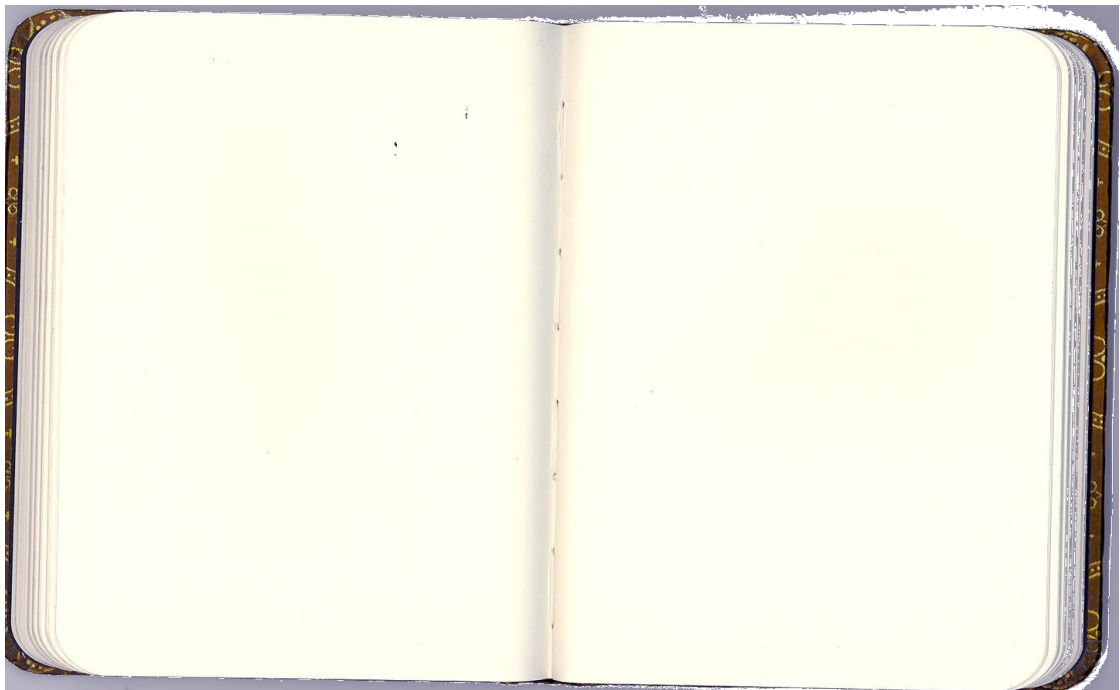
2. Which strategies left the most impact? In what ways?



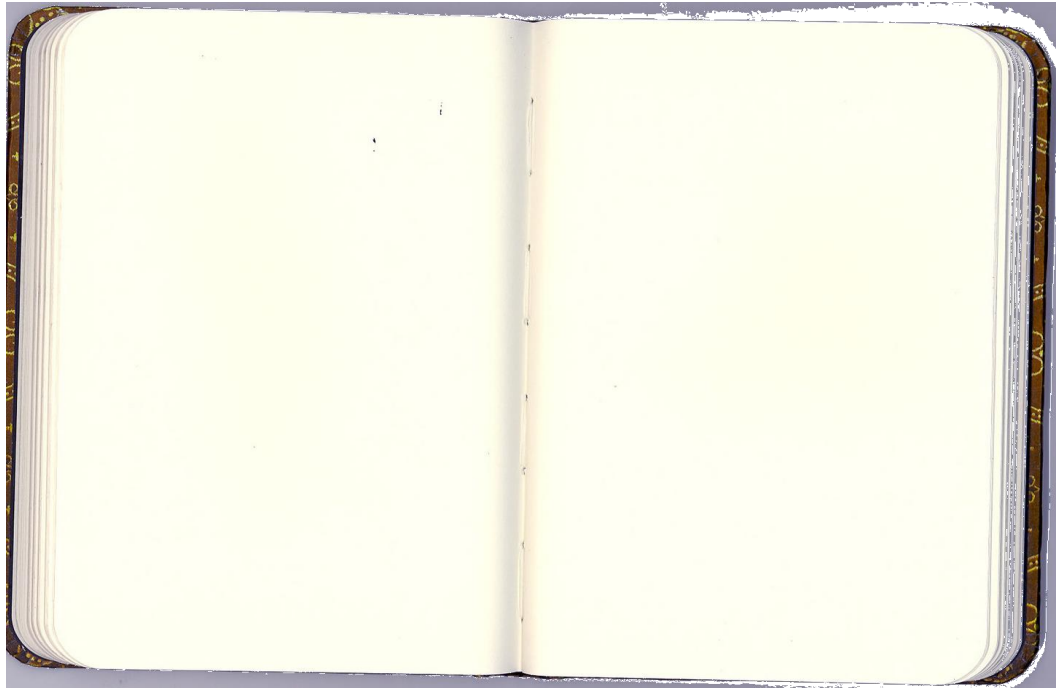
3. Did I notice any differences, if any, from the usual lessons?



4. Which strategies would I try out first? Why?



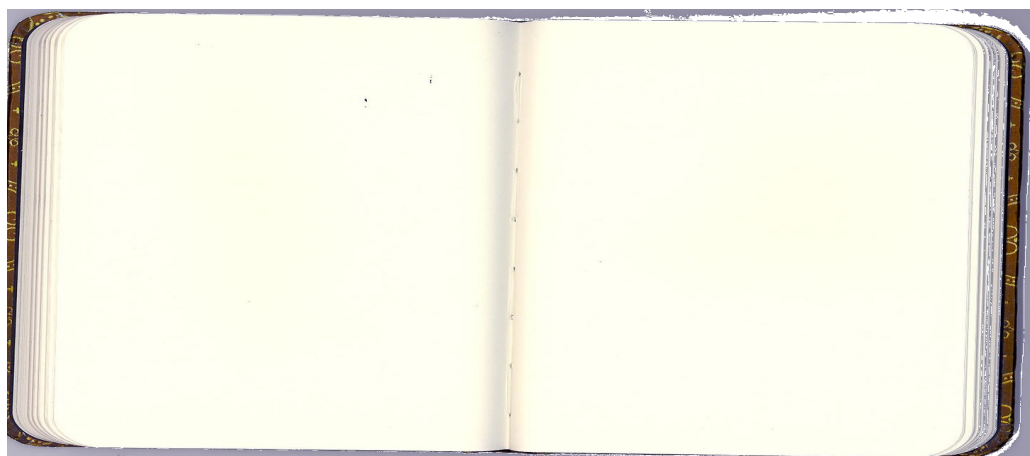
5. In using these strategies, what kind of impact do I expect, to rate them successful and impactful?



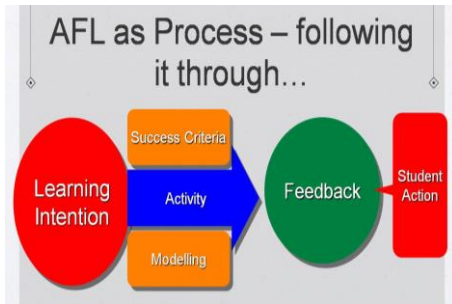
Group Meeting 3: Sharing of demo lesson experience.

Date:

What did I learn from this meeting?

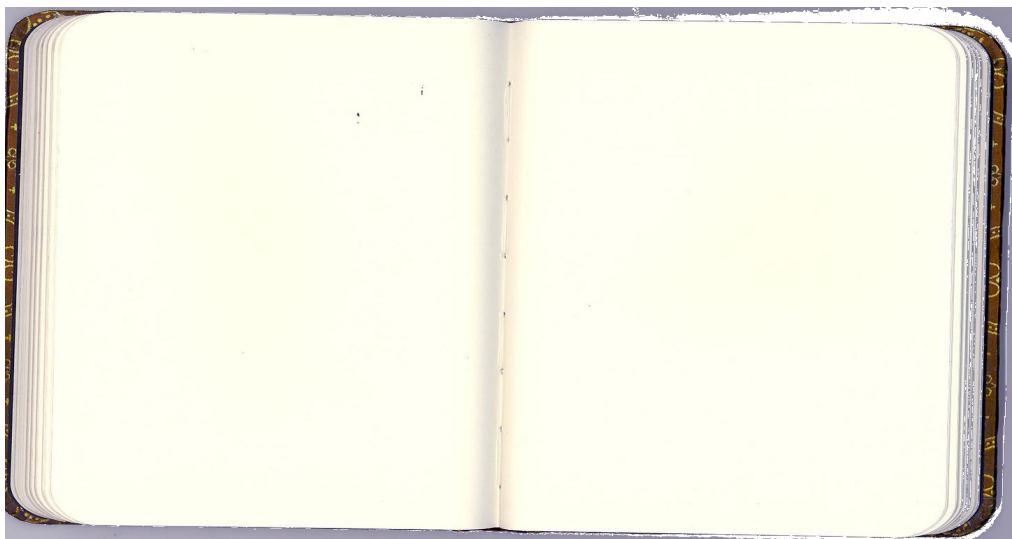


Term 2-Section 5: My go at it!

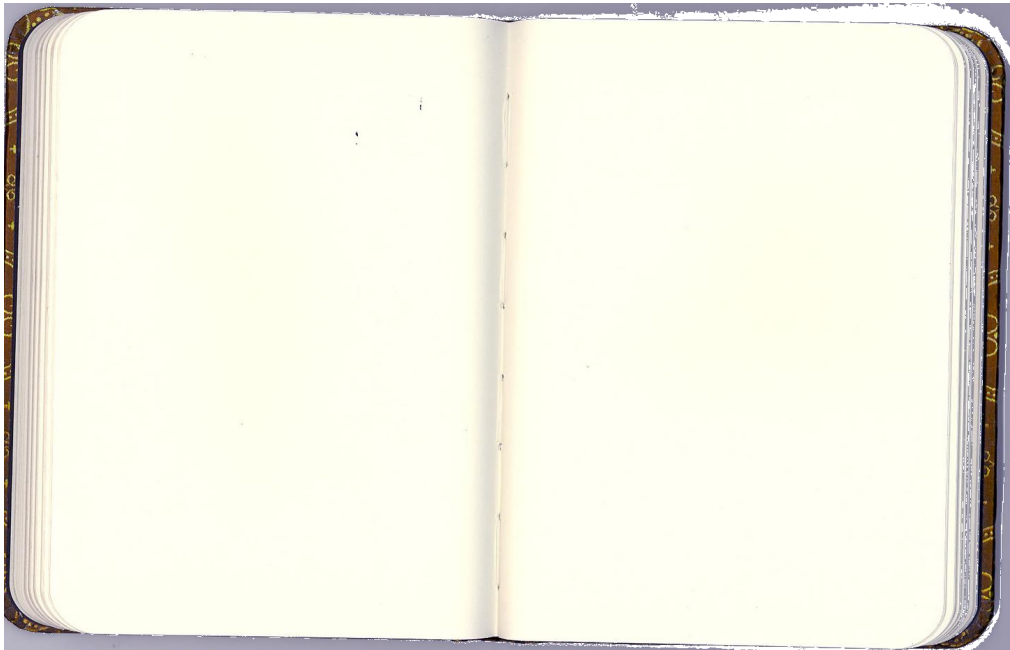


Lesson 1 Topic: _____

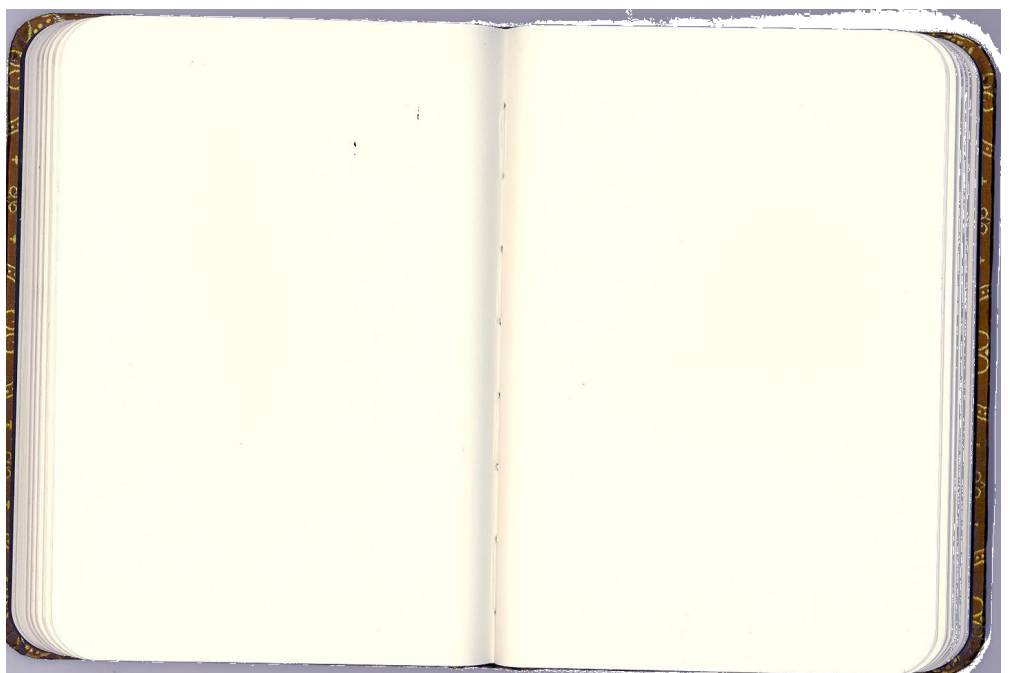
1. Briefly describe the lesson flow of events.



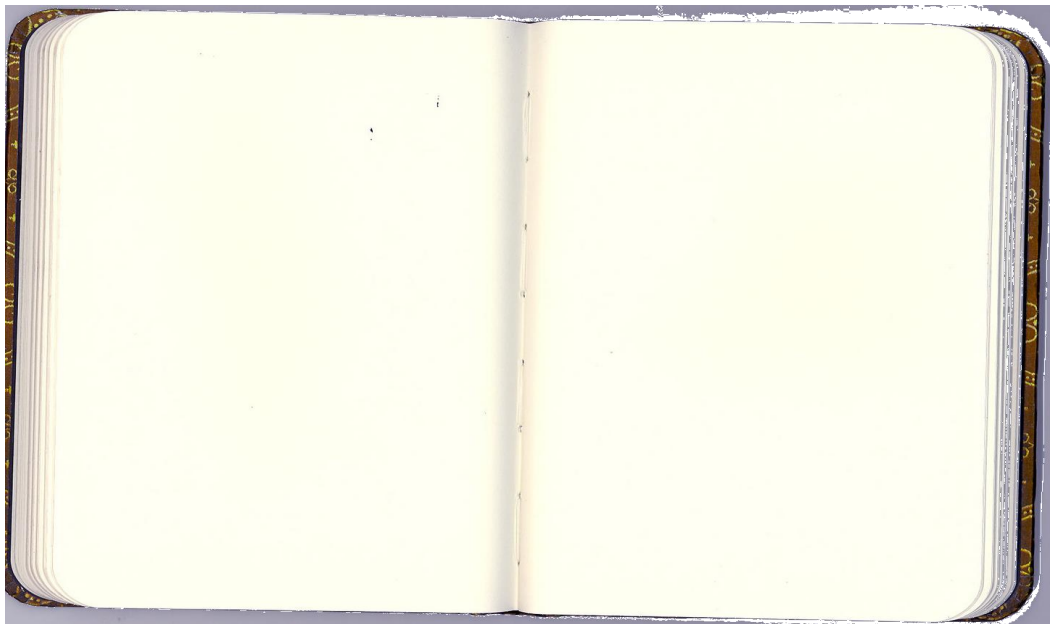
2. Looking back, have the strategies targets that I set been achieved? What's the evidence to show this?



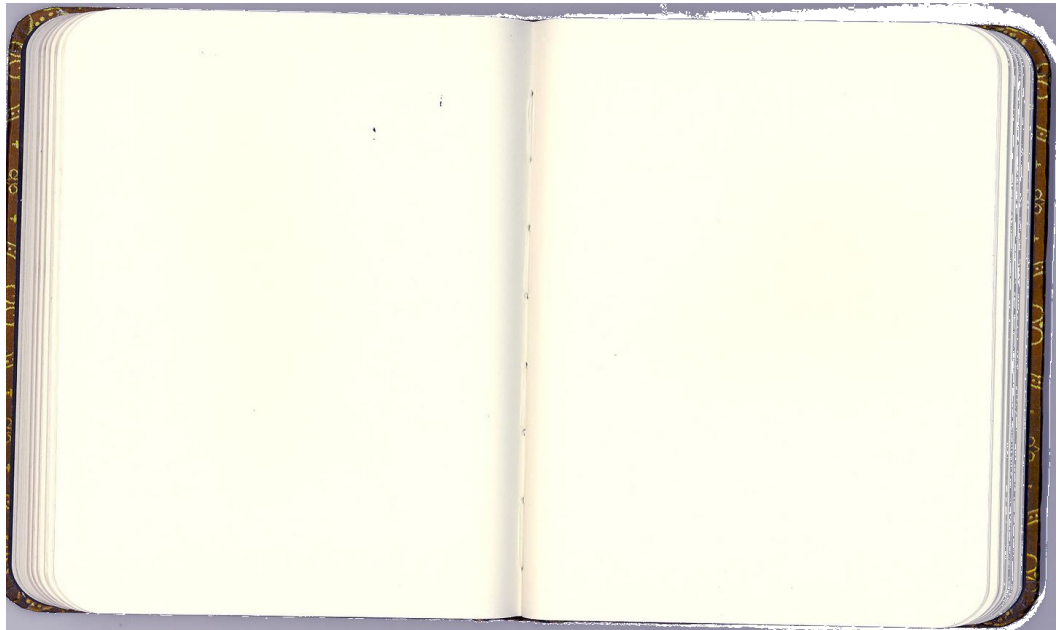
3. If not, what can I do to have the desired effect?



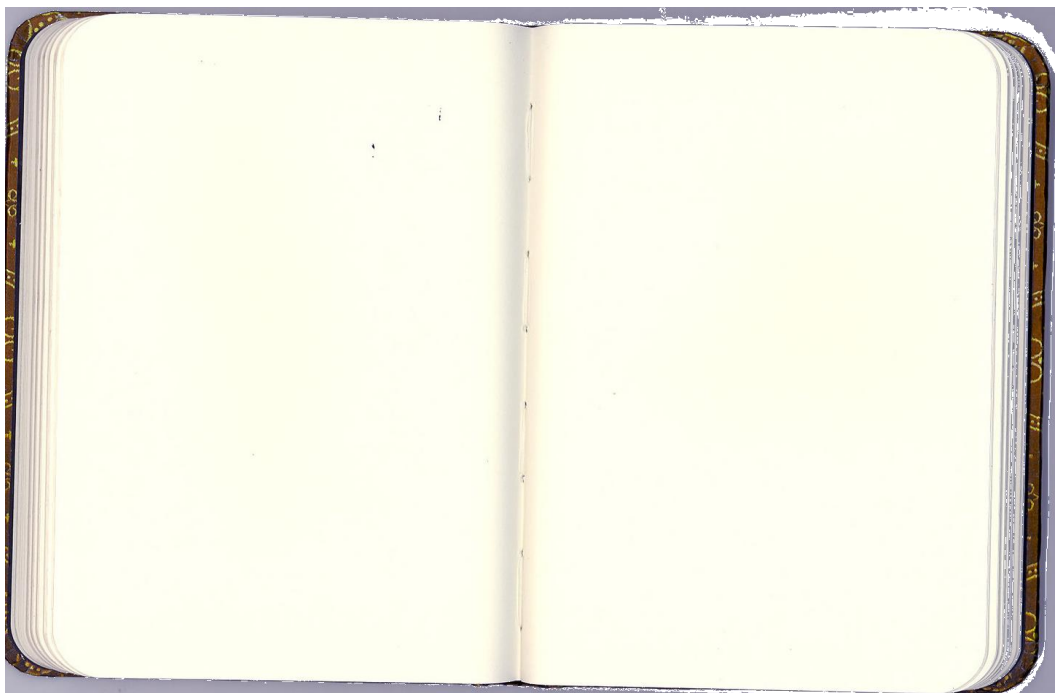
4. If I am happy with the result, can I try them in another lesson?
In which subject?



5. What was the learners' response to the strategies used?



6. What was the feedback from my teaching assistant especially in her/his role of supporting the low achievers?




Further Trials for Consolidation



Suggestion:

- ✦ Choose a day per week in which you will try to do at least a lesson using AfL.
- ✦ Comment on it as you deem necessary and worth of sharing.



The table below is meant to ease things out for you. I have included other tables to have at least three filled. Should you wish to fill more you may do so.

<i>Lesson Topic</i>		
<i>Strategies Used</i>	<i>Tick accordingly</i>	<i>Comments.</i>
<ul style="list-style-type: none"> ✦ Understanding ✦ Learning goal ✦ Steps to achieve the learning goal (Success Criteria) ✦ Mixture of questions including higher order ones. ✦ Information on how to improve. ✦ Self-checking against the SC. ✦ Peer-checking against the SC. <p>Comment about a positive outcome.</p> <p>Comment on something you would like to do better next time round.</p>		<ul style="list-style-type: none"> ✦ How did you do the understanding part? ✦ What was the learning goal? ✦ What steps did you share to reach the learning goal? ✦ Give an example of two questions you asked. ✦ Give an example of a suggestion you shared with

		your students to inform them on how to improve.
<i>Lesson Topic</i>		
<i>Strategies Used</i> <i>↗</i> Understanding <i>↗</i> Learning goal <i>↗</i> Steps to achieve the learning goal (Success Criteria) <i>↗</i> Mixture of questions including higher order ones. <i>↗</i> Information on how to improve. <i>↗</i> Self-checking against the SC. <i>↗</i> Peer-checking against the SC. Comment about a positive outcome. Comment on something you would like to do better next time round.	<i>Pick accordingly</i>	<i>Comments.</i> <i>↗</i> How did you do the understanding part? <i>↗</i> What was the learning goal? <i>↗</i> What steps did you share to reach the learning goal? <i>↗</i> Give an example of two questions you asked.

		<p>☞ Give an example of a suggestion you shared with your students to inform them on how to improve.</p>
<p><i>Lesson Topic</i></p>		
<p style="text-align: center;"><i>Strategies Used</i></p> <ul style="list-style-type: none"> ☞ Understanding ☞ Learning goal ☞ Steps to achieve the learning goal (Success Criteria) ☞ Mixture of questions including higher order ones. ☞ Information on how to improve. ☞ Self-checking against the SC. ☞ Peer-checking against the SC. <p>Comment about a positive outcome.</p>	<p><i>Tick accordingly</i></p>	<p><i>Comments.</i></p> <ul style="list-style-type: none"> ☞ How did you do the understanding part? ☞ What was the learning goal? ☞ What steps did you share to reach the learning goal?

<p>Comment on something you would like to do better next time round.</p>		<p>✎ Give an example of two questions you asked.</p> <p>✎ Give an example of a suggestion you shared with your students to inform them on how to improve.</p>
<p><i>Lesson Topic</i></p>		
<p style="text-align: center;"><i>Strategies Used</i></p> <ul style="list-style-type: none"> ✎ Understanding ✎ Learning goal ✎ Steps to achieve the learning goal (Success Criteria) ✎ Mixture of questions including higher order ones. ✎ Information on how to improve. ✎ Self-checking against the SC. ✎ Peer-checking against the SC. 	<p><i>Tick accordingly</i></p>	<p><i>Comments.</i></p> <ul style="list-style-type: none"> ✎ How did you do the understanding part? ✎ What was the learning goal?

<p> ↗ Mixture of questions including higher order ones. ↗ Information on how to improve. ↗ Self-checking against the SC. ↗ Peer-checking against the SC. </p> <p>Comment about a positive outcome.</p> <p>Comment on something you would like to do better next time round.</p>		<p> ↗ How did you do the understanding part? ↗ What was the learning goal? ↗ What steps did you share to reach the learning goal? ↗ Give an example of two questions you asked. ↗ Give an example of a suggestion you shared with your students to inform them on how to improve. </p>
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Other Comments:



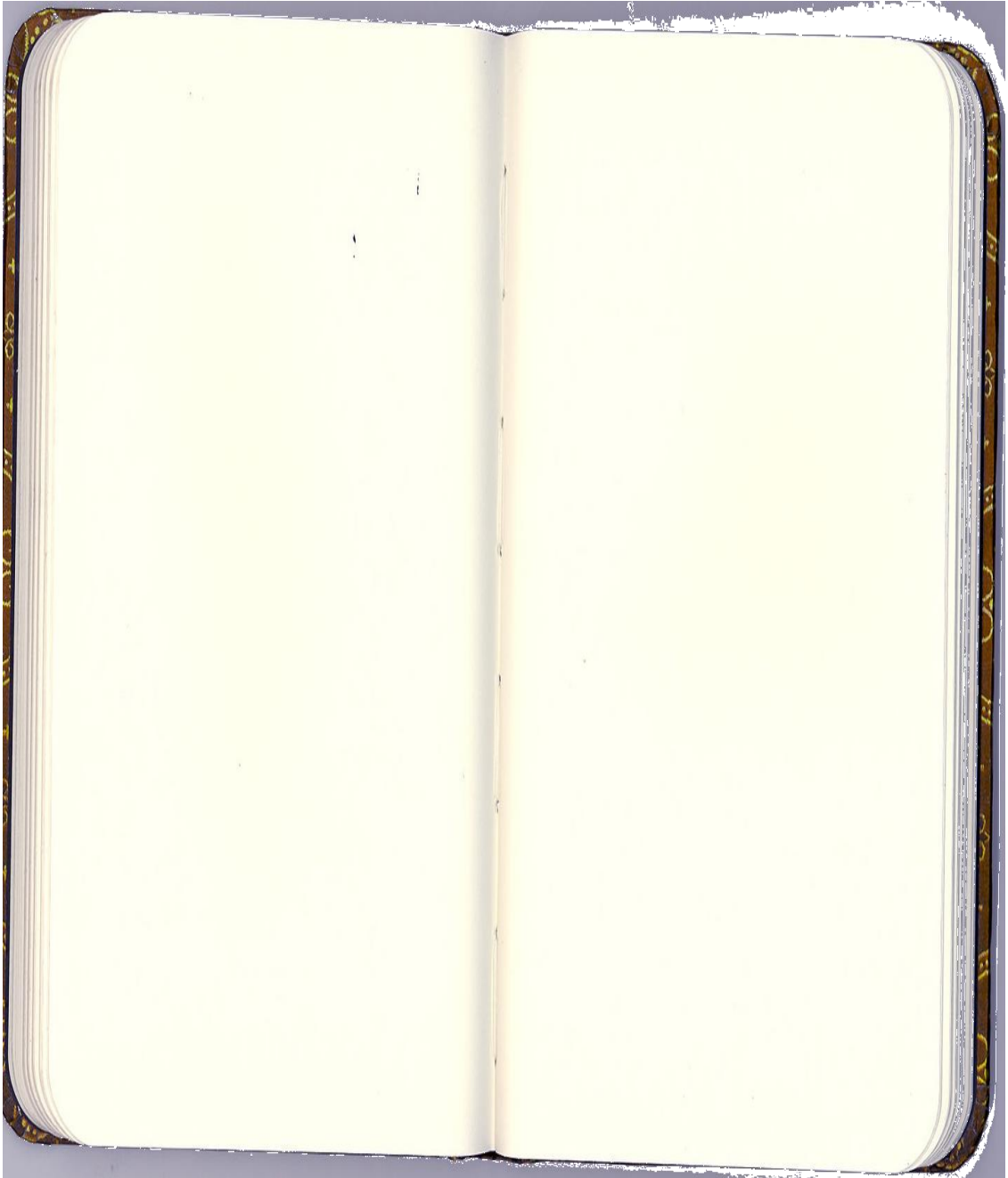
Group Meeting 4: Sharing our trials.

Date:

1. What did I contribute in this meeting? What did I learn? What's next?



Other Reflections that I would like to add:



Term 3-Section 6: Evaluation.



1. What did I gain from this experience?
2. Re-visit, page 3, would I change any of the responses if I had to re-answer these questions?
3. Re-visit the project goal, has it been achieved or not?

What kind of evidence shows this?

4. Re-visit the top 5 beliefs and practices that you set at the beginning of this project, would you change any of them? Why?
5. Ask the learners in your class for their feedback about the AfL techniques, like, in what ways were these helpful? They can show you by drawing, telling you or any other way as you deem appropriate.
6. If you had to pick on a learner, in what ways has s/he benefitted most of this experience?
7. Would you consider keeping on these strategies? Why?
8. How would you describe the supportive role of the researcher?
9. Is there anything you did not like? Kindly specify:
 - i) What?
 - ii) Why?
 - iii) How can it be improved?

Appendix VIII – Teachers' Questionnaire

Date: June, 2014

Dear Teacher,

I, the undersigned, am carrying out a doctoral study with the University of Sheffield under the supervision of Prof Cathy Nutbrown and Prof Peter Clough. The study is about *assessment for learning*.

You are kindly being invited to take part in the first part of the research which is giving the opportunity to teachers at the ground level to voice their opinion in an anonymous and strictly confidential way about assessment for learning.

Participation in this short questionnaire, **10 questions in all**, is strictly on a voluntary and highly confidential basis. I would greatly appreciate, if you can go a bit out of your way by sparing me thirty minutes of your time, to fill in this questionnaire.

While I trust in your collaboration, co-operation and honesty in your answers, I am highly obliged and indebted to you.



Do ask me if there is anything that is not clear or if you would like more information.

Thank you for reading this.

This research is approved locally and abroad by both the Department for Research & Development as well as the Sheffield Ethics Committee

Doreen Said Pace

✉ doreen.saidpace@gmail.com

Reading for a Phd(Sheffield)

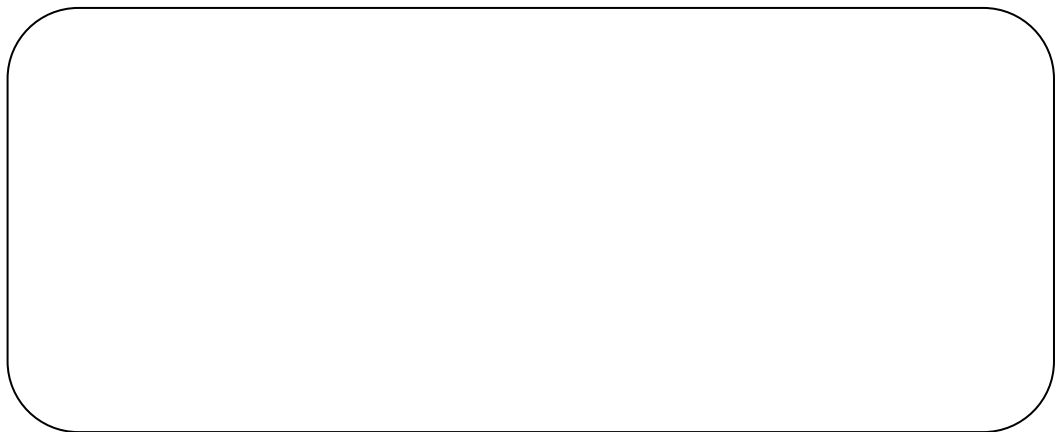
General Information:

- Gender: M/F Age range: 20-29, 30-39, 40-49, 50-59 years old.
 - Years of teaching experience: _____
 - Number of years at the current school: _____
 - Year group being taught: _____
 - Other year groups which you might have taught: _____
-

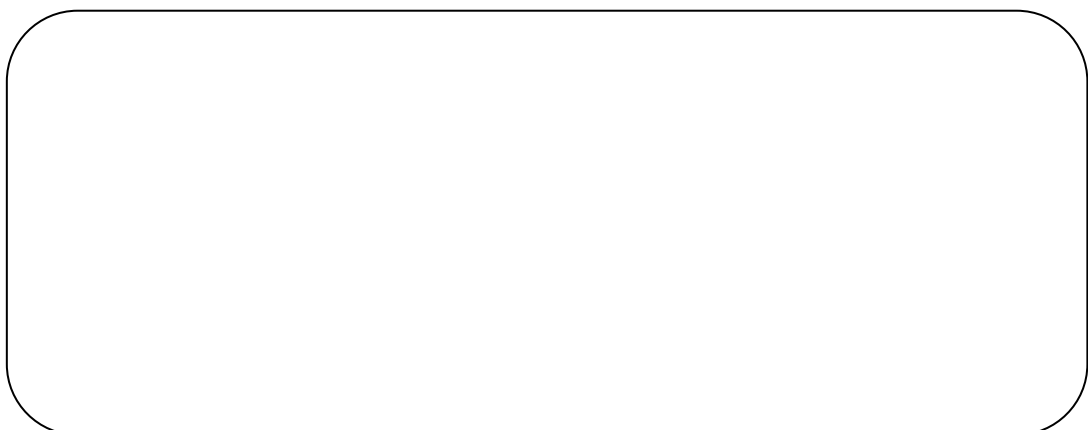
1. How did you come across the notion of assessment for learning, if you did?

2. In view of what you have heard, what do you think of assessment for learning?

3. What do you understand by assessment for learning?



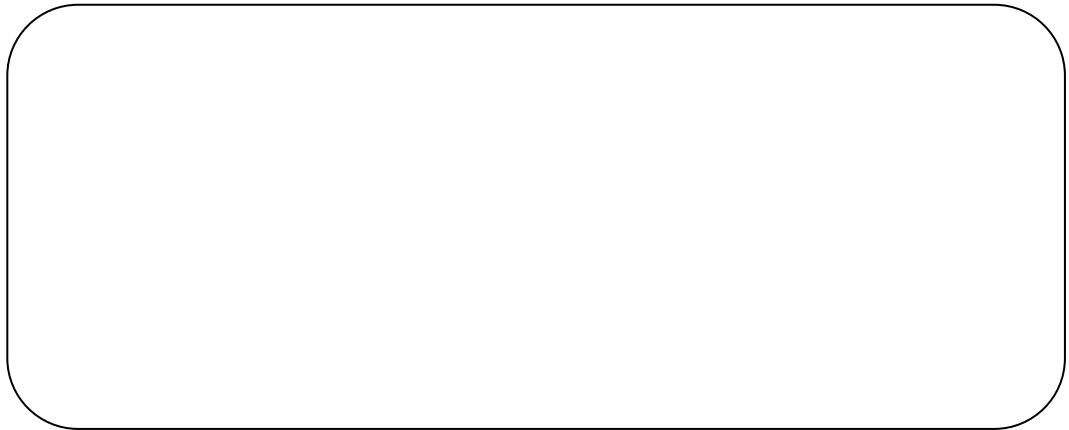
4. Are you using assessment for learning in your lessons? If yes, **explain how and in which** lessons? If no, why?



5. In case, you are using it, what is the learners' response? Explain your answer.



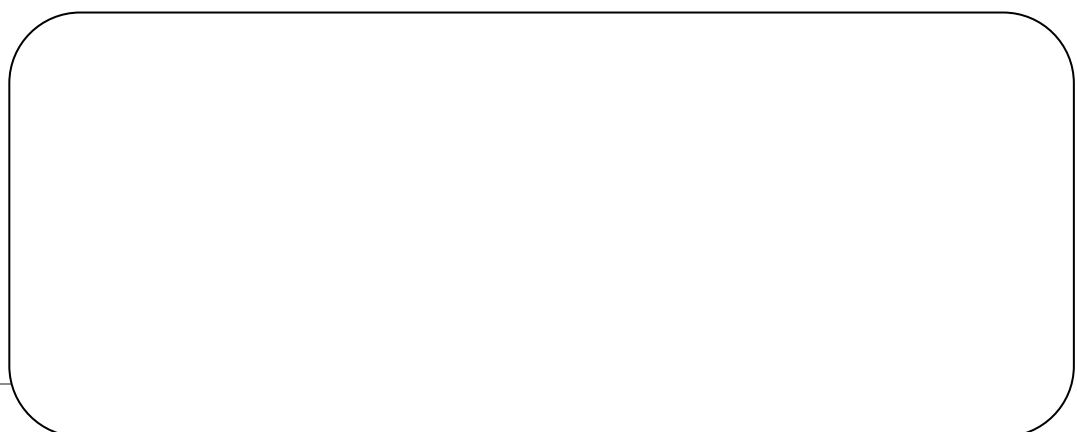
6. What would you like to know more about assessment for learning?



7. What is your greatest concern, if any, with assessment for learning?



8. In your opinion, what would be the best way to support you in using the assessment for learning approach?



9. Assessment for learning is said to be a powerful method to raise achievement. Do you agree? Explain your answer.

9b) If **you do not agree**, what, in your opinion, are the factors that raise learners' achievement?

10. Feel free to add any other suggestions which you deem might be important for the implementation of this approach.



Appendix IX – Heads of Schools’ Questionnaire

Date: June, 2014

Dear Head of School,

I, the undersigned, am carrying out a doctoral study with the University of Sheffield under the supervision of Prof Cathy Nutbrown and Prof Peter Clough. The study is about *assessment for learning*.

You are kindly being invited to take part in the first part of the research which is giving you the opportunity, as the leader of a school which is or just started with the training in assessment for learning, to voice your opinion in an **anonymous and strictly confidential way** about assessment for learning.

Participation in this short questionnaire, **9 questions in all**, is **strictly on a voluntary and highly confidential basis**. I would greatly appreciate, if you can go a bit out of your way by sparing me thirty minutes of your time, to fill in this questionnaire.

While I trust in your collaboration, co-operation and honesty in your answers, I am highly obliged and indebted to you.



Do ask me if there is anything that is not clear or if you would like more information.

Thank you for reading this.

This research is approved locally and abroad by both the Department for Research & Development as well as the Sheffield Ethics Committee.

Doreen Said Pace

✉ doreen.saidpace@gmail.com

Reading for a Phd(Sheffield)

General Information:

Gender: M/F

Age range: 20-29, 30-39, 40-49, 50-59 years old.

Years as Head of School: _____

Number of years at the current school: _____

School Size: S (up to 150), M (over 150 but less than 300) L (over 400)


1. How did you come across the notion of assessment for learning, if you did?



2. What do you understand by assessment for learning?



3. What would you like to know more about assessment for learning?



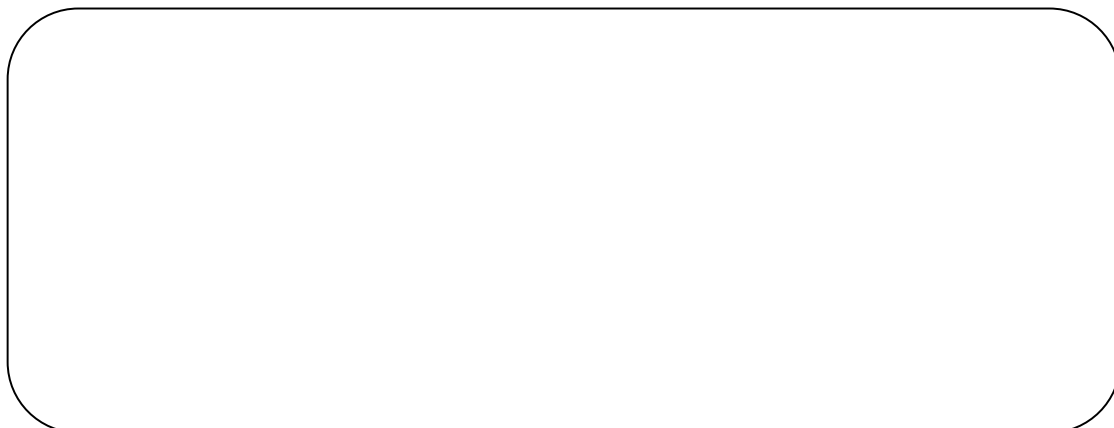
4. What is your greatest concern, if any, with assessment for learning?



5. How would you describe the school culture in relation to assessment for learning within the teaching and learning?



6. In what ways, is formative assessment used at your school?



7. What kind of measures, do you take to monitor the implementation of assessment for learning strategies?



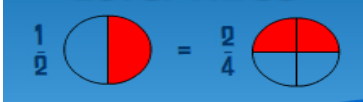
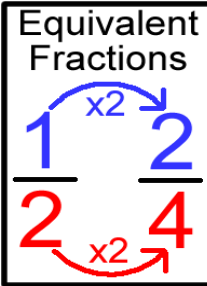
8. What do you look for when monitoring the implementation of assessment for learning?



9. In your opinion, what would be the best way to support you in using the assessment for learning approach?



Appendix X – The Demonstration Lessons

<p>Lesson Topic</p> <p>Class: Year 6</p> <p>Time: 45mins</p>	<p>Equivalent Fractions</p>
<p>Strategies Used</p>	<p>Understanding: Finding out where my learners stand.</p> <p style="text-align: center;">$\frac{1}{4}$ $\frac{3}{6}$ $\frac{1}{2}$ $\frac{5}{8}$</p> <ul style="list-style-type: none"> ➤ Which two fractions are the same? ➤ What do we call the top number? ➤ What do we call the bottom number? <p>Learning goal: about equal (same) fractions</p> <p style="text-align: center;">(equivalent fractions)</p> <div style="text-align: center;">  </div> <p><u>Steps to Success</u></p> <p>(what do I need to do to find the missing number in equivalent fractions)</p> <p>Process to be shared.</p> <ol style="list-style-type: none"> 1. Look at the row with both numbers. 2. Think and Decide.....how can I get 4 from 2? (If they get stuck,....prompt +, -, X or ÷. 3. Work out the missing number. 4. Check your answer. <div style="text-align: right;">  </div> <p>Product for the teacher to know where they have arrived and what the next step can be.</p> <ul style="list-style-type: none"> • Draw and circle equal shaded shapes. • Find the missing numerator or denominator. • Write an equal fraction. • explain the process • create your own equal fractions.

The SC can help the teacher to keep a record of where the student has arrived.

E.g.

Equivalent Fractions	Match	Find	Write	Explain	Create

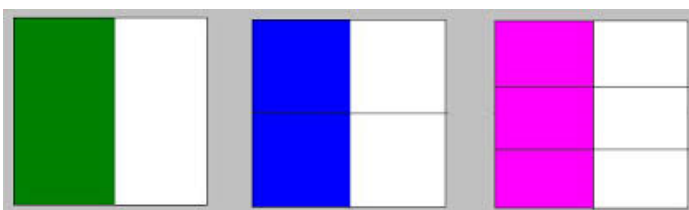
Lesson Activities

1. Understanding activity



2. Learning goal shared.

3. The following picture is shown on the IWB.



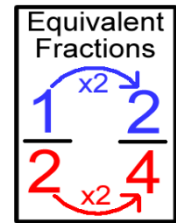
Groups of students are given a laminated whiteboard each.

Questions

- What fraction is shaded in the first rectangle?
- What fraction is shaded in the second rectangle?
- Do these rectangles have the same shaded area? So, how come the fraction numbers are different?
- How can I get the numbers on the right from the numbers on the left?
- **Here, I will try to elicit the mathematical concept and the criteria from them.**
- Now, think.....look at the numerator, how can I work out 2 from 1?
- Let's check....can I use the same reasoning for the denominator?

	<ul style="list-style-type: none"> • Remind them the SC steps to work out equivalent fractions. ➤ Let's look at the third rectangle.....what fraction is shaded? ➤ Is $\frac{3}{6}$ equivalent to $\frac{1}{2}$? Why? ➤ Is $\frac{3}{6}$ equivalent to $\frac{2}{4}$? Why? <p>Group activity.....Fraction Bingo</p> <ul style="list-style-type: none"> • Match the fractions which are equivalent...have the same value. • Learners are reminded of the learning goal and SC. <p>Let's be detectives.....</p> <p style="text-align: center;">Find the missing numbers.....using the SC.</p> <p>$\frac{1}{2} = \frac{\quad}{8} \quad \frac{\quad}{10} \quad \frac{\quad}{12}$</p> <p>$\frac{1}{3} = \frac{\quad}{9} \quad \frac{\quad}{18}$</p> <p>$\frac{3}{2} = \frac{\quad}{4} \quad \frac{\quad}{8} \quad \frac{\quad}{10}$</p> <p>$\frac{3}{4} = \frac{6}{\quad} \quad \frac{9}{\quad} \quad \frac{15}{\quad}$</p> <p>Getting harder.....Let's think....if we have..... $\frac{3}{\quad} = \frac{9}{15}$</p> <p>Let's get harder. $\frac{\quad}{\quad} = \frac{\quad}{\quad}$</p> <p>Feedback to move the learning forward according to where the learners get stuck.</p>
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Remember that we are learning about



Steps:

1. **Look** at the line with both numbers.
2. **Think** and **Decide**.....how can I get 4 from 2?
(If they get stuck,....prompt +, -, X or \div .)
3. **Work** out the missing number.
4. **Check** your answer

Exercise 1: Draw and Circle

- i. Draw a shape with a shaded area of $\frac{1}{2}$.
- ii. Draw a shape with a shaded area of $\frac{3}{4}$.
- iii. Draw a shape with a shaded area of $\frac{3}{6}$.
- iv. Circle the two shapes from the above that have the same shaded area.

Exercise 2: Find the missing number.







$$\frac{1}{3} = \frac{\quad}{9} \quad \frac{2}{5} = \frac{\quad}{10} \quad \frac{3}{4} = \frac{\quad}{8} \quad \frac{2}{7} = \frac{\quad}{21}$$

$$\frac{1}{5} = \frac{2}{\quad} \quad \frac{1}{6} = \frac{3}{\quad} \quad \frac{3}{5} = \frac{12}{\quad} \quad \frac{4}{9} =$$

$$\frac{12}{\quad}$$

Exercise 3: Write your own equal fraction.

$$\frac{\quad}{\quad} = \frac{\quad}{\quad}$$

<p>Lesson Topic</p> <p>Class: Year 2</p> <p>Time: 45mins</p>	<p>Adding coins</p>
<p>Strategies Used</p>	<p>Understanding: Finding out where my learners stand.</p> <p>Different coins are shown to check for recognition.</p> <p>Learning goal: about adding numbers (using coins)</p> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 20px;">18 euro cent</div> </div> <p><u>Steps to Success</u></p> <p>(what do I need to do to add them correctly)</p> <p>Process to be shared.</p> <p>5. Point to the 1st coin.  </p> <p>6. Add on the value of the 2nd coin </p> <p>7. Write or remember the answer.</p> <div style="text-align: center;">  </div> <p>8. Add on the value of the 3rd coin. </p> <p>9. Write the total.</p> <p>If there are more coins repeat step 4.</p>

Product for the teacher to know where they have arrived and what the next step can be.

- Low able students can start from match the amount to two coins.
 - Add two coins.
 - Add three coins.
 - Add four coins.
 - create your own sum given the total.
- The SC can help the teacher to keep a record of where the student has arrived.*

E.g.

Adding coins	Add 2	Add 3	Add 4	Create

Lesson Activities

4. Understanding activity



5. Learning goal shared.

6. Learners are in groups.

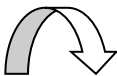
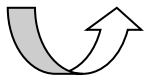


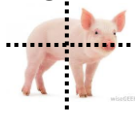


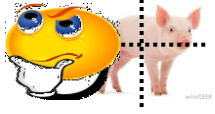
Each group is given a set of coins. They are asked to choose three coins and show them to the rest of the class.

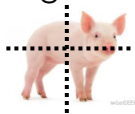



Teacher writes various combinations of the three chosen coins to work out the addition using the success criteria, which will be shared and used with the students.

Step will be repeated with the other groups.

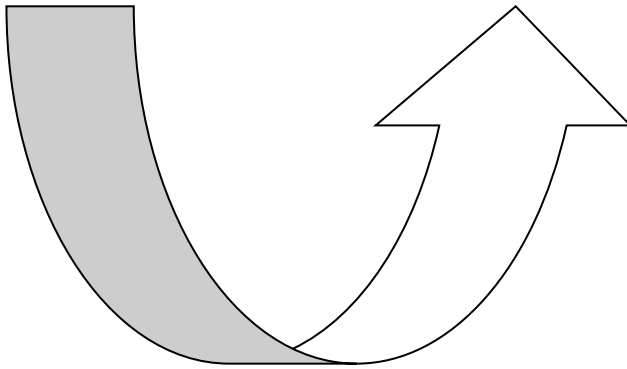
7. Each group chooses one coin. Teacher takes note of each to have a combined sum of four coins.

	<p>8. Then they will move to a ‘correct the teacher’ example.</p> <p>9. Challenge: The teacher gives the answer and they have to come up with a coin combination sum matching that answer. First we start with two and then we move on to 3.</p> <p>Task: Abacus.....Explore.....Pg.28</p> <p>Task 1: Work out the addition for each purse.</p> <p>Task 2: Work out as per instructions on book page.</p> <p>Task 3: Work out the explore.</p> <p>Task 4: Write your own combination for a total of 12 euro cent, 15 euro cent and 20 euro cent.</p> <p>Feedback to move the learning forward according to where the learners get stuck.</p>
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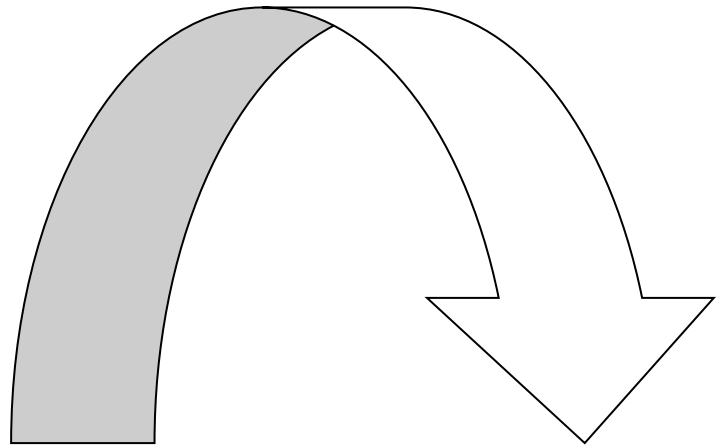
Class	Year 3	Time	60 mins
Topic	Turns & clockwise and anticlockwise.	Subject	Maths
Resources	Clockwise and anticlockwise arrows. Success Criteria Cards. Bee-bot Mat. Bee-bot Picture. Bee-Bot Software.		
Introductory technique that informs the teacher where different students stand in their learning.	<p>Understanding/Mental Warm Up</p> <p>How many parts are shaded green? How many parts are shaded blue?</p> <p>Which ice-cream has turned clockwise? 1 or 2 Use of thumbs up or down technique.</p>		
Teacher's Teaching Objective	Recognise and use clockwise and anticlockwise together with half and quarter of a turn.		
Learning Intention in the learners' language	WALT: tell the turn using  or 		
Success Criteria How will I know that the learner has actually learnt? Statements need to be at least on 3 levels to ensure scaffolding and differentiation	<p>I know that I have learnt because:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Is it clockwise or anticlockwise? $\frac{1}{4}$ or $\frac{1}{2}$?</p> <p>Draw a light dotted cross on the object.</p> <div style="display: flex; justify-content: center; align-items: center;">  </div> <p>Decide on the turn (c)  or (a) </p> <div style="display: flex; justify-content: center; align-items: center;">  </div> <p>Write the answer.</p>		

	<p>When you have to draw the new position.</p> <p>Draw a light dotted cross on the object.</p>  <p>Decide on the turn (c)  or (a) </p>  <p>Draw the new position.</p>
<p>Task and Questions accompanying the task</p> <p>Preparation of 4 open-ended questions.</p>	<p>After the understanding, the teacher shares the learning intention.</p> <p>Re: Ice-cream example</p> <ul style="list-style-type: none"> • Can you explain to me how you worked it out? <p>Teacher will elicit SC.</p> <p>First set of SC is going to be shared.</p> <ul style="list-style-type: none"> ➤ Work out some examples giving the ice cream positions and in groups they decide whether it is clockwise or anti and how many turns. <p>IWB – car example. Second set of SC is given.</p> <p>Turn the car one quarter anticlockwise. Turn the car one quarter clockwise. Turn the car one half clockwise. Turn the car one half anticlockwise.</p> <p>What do you notice about the last two answers?</p> <p>Let's use the SC to check it out.</p> <p>Using a Bee-Bot activity from the primary software where each activity has a challenge which the students have to work out in groups and then we will have a class discussion.</p>

	<p style="text-align: center;">Bee-bot from home to the pond</p> <p>Work out the directions.....clockwise/anticlockwise/turns</p> <ul style="list-style-type: none"> ➤ Turn ¼ anticlockwise ➤ Move forward two places. ➤ Turn ¼ clockwise. ➤ Move forward 2 places. <p style="text-align: center;">From home to the chicks</p> <ul style="list-style-type: none"> ➤ Turn ¼ anticlockwise ➤ Move forward four places ➤ Turn ¼ clockwise. <p style="text-align: center;">From the chicks to the stable</p> <ul style="list-style-type: none"> ➤ Move 1 place forward ➤ Turn ¼ clockwise. ➤ Move forward 4 places <p style="text-align: center;">From the stable to the go.</p> <ul style="list-style-type: none"> ➤ Turn ¼ clockwise. ➤ Move forward 2 places. <p>CW: Graded Handout.</p>
Feedback	It is customised according to the students' evidence.
Plenary	<p>What did we learn today?</p> <p>How do we know that we have learnt these?</p>



anticlockwise



clockwise

Appendix XI – The By-Product Booklet

**AfL: A Collaborative Action Research Project with
three primary school teachers and their students.**



A by-product of a doctoral study.

2018

Doreen Said Pace

The Participating Teachers and the Students

A Word of Thanks

This booklet of local AfL stories would not have been possible without the participation and support of many people. First and foremost, my special thanks go to the main protagonists of these stories, the three participating teachers, Nina, Samantha, Belle and their students. Secondly, a heartfelt appreciation goes to the local education authority which granted me the permission to carry out this research in a local primary state school. Thirdly, my gratitude goes to the then College Principal and fourthly, to the Head of the participating school.

Last, but not least, my thanks go to the staff at the Educational Assessment Unit, who contributed in the printing process of this booklet.

Welcome

Three Maltese primary school teachers expressed their voluntary interest in participating in a yearlong scholastic study about the implementation of AfL. The study consisted of a collaborative action research approach between the undersigned, in the role of the guiding researcher, and three teachers from different year groups.

The data collection process included group discussion meetings, a demonstration lesson, individual feedback sessions, semi-structured interviews, record keeping booklet, teachers' written stories and their students' views about the strategies implemented. Three short video clips were created to portray the students' position about the AfL strategies during their lessons. Screenshots together with the students' authentic comments are included in each year group's story. The resources created by each teacher are presented in their authentic form and, where necessary, amelioration tips are suggested. The contents of this booklet are neither meant for generalisation nor to depict the general Maltese situation about AfL. Also, it is not intended to be a personal eulogy as the teachers' stories contain some praise in my regards. Instead, it is simply the sharing of local experiences by Maltese teachers for the teaching and non-teaching communities. In this booklet, I am not presenting any analysis of the stories. My personal interpretation is in the thesis, about which a paper will follow. Readers are free to arrive at their own conclusions, but any queries can be directed to the email address below. Colleagues are likely to benefit from these experiences as they can identify with the context presented by these teachers. It is hoped that the highlighted benefits serve to encourage other teachers to engage in a similar process.

Doreen Said Pace

✉ dspnov1977@gmail.com

Nina – the Year 2 teacher

Nina's class

Nina has been teaching for the past seventeen years. She has taught different age groups in both the Early and the Junior years of the primary cycle. Her class population was of seventeen students. No learning support assistants were present.

Nina described her class as a group with “.....various abilities and characters. From bright young students to others who struggle to understand. Some have a problem with focusing and others who do not like to write.”

In the light of these class characteristics, Nina's concerns consisted of how to:

- get the students be more focused on learning,
- motivate them and,
- check for understanding of the learning.

Nina turned these concerns into her action research project goal which could possibly be addressed through the implementation of the AfL strategies.

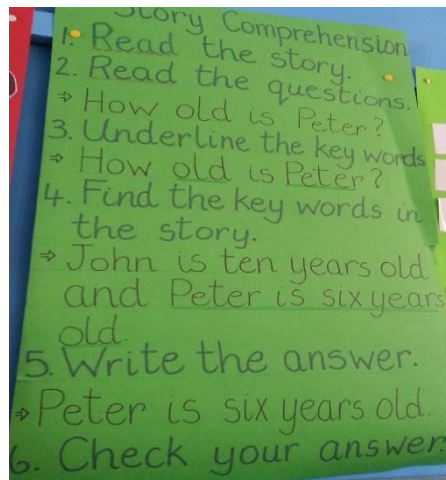
After having discussed as a group what AfL is about, I suggested to Nina three particular strategies which might help her address her class situation. The three strategies were the:

- understanding where the learner stands,
- sharing and possibly co-construction of the learning goal, and
- the success criteria.

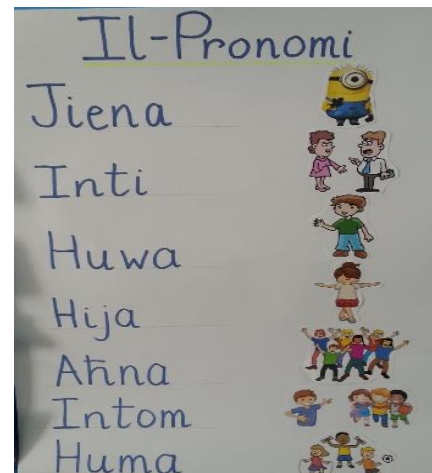
With the class concerns identified by the teacher herself and the mutual agreement to try these three strategies, Nina engaged in a series of lessons, all embedded with the AfL strategies. The lesson topics included:

- Various reading and understanding of texts in both languages,
- Grammar lessons in both languages,
- Language writing,
- Even and Odd numbers,
- The o'clock and half past,
- Adding up to 3 coins and,
- Taking away.

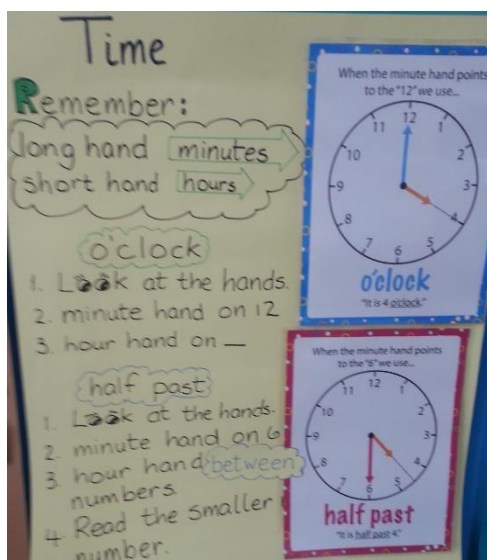
Support resources for these lessons, as shown below, were developed by the teacher.



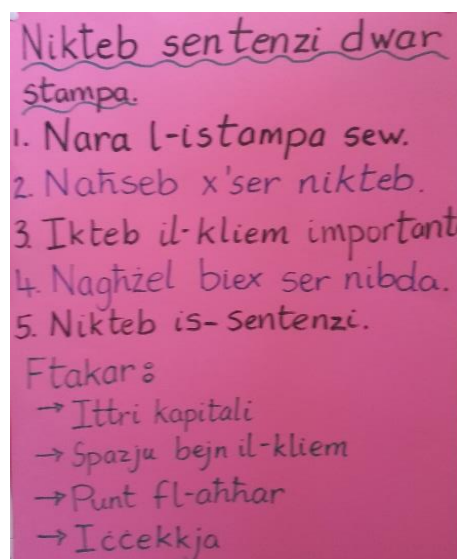
SC for Reading and Understanding a Text



Visual SC for Maltese Pronouns



SC for the reading the time



SC for picture story writing

At the end of this nine-month process of reflection, planning, action and further reflection in a small teachers' community of action researchers, Nina concluded the following:

The first time that I have heard about AfL was in a staff development session from Ms Doreen Said Pace. Although the concept was interesting, I was sceptical to use it in my class. When I was invited to learn more about AfL, on an individual basis, I was interested to learn more. In the beginning I was a bit at a loss on how to start using it in my class. The continuous support and visits from Ms Doreen Said Pace kept me hooked to this project.

The main turning point was when she came to my class and showed me how to use AFL in my class with my students. In that moment, I realised that I could do it as well and that it really works with my students. I started telling the students what was the goal of the lesson and it kept them more focused about the outcome. The steps of criteria had a great impact on the children as they could refer to them whenever they needed. I used charts of different colours which I kept around the class.

Teaching a Year 2 class, I was a bit worried about how to teach them how to do a written comprehension. I used the steps of criteria for the children to follow and they were a huge success. Before every comprehension the children read the steps and they manage to do it on their own. They apply the same steps even for the Maltese comprehension. The steps on how to do a picture composition were also very helpful. I like to build the steps together with the students to make them feel part of the lesson and understand more. For Maths lessons, the steps were also important especially for adding and taking away. Having the punctuation hand template on their desk helps the children to remember capital letters, spacing, full stops and to check their work. The no-hands-up approach could reach all the children and keep them more focused on what I am teaching them. The children liked also the thumbs up and down technique.

After this experience, I can say, that AfL really works and that it should become a policy to be used by all the school. I will definitely use it with more lessons that I will plan in the future. Besides charts, I can do simple steps to be included in the children's copybooks so that they can follow them at home as well.

It was a fruitful learning experience.

Nina

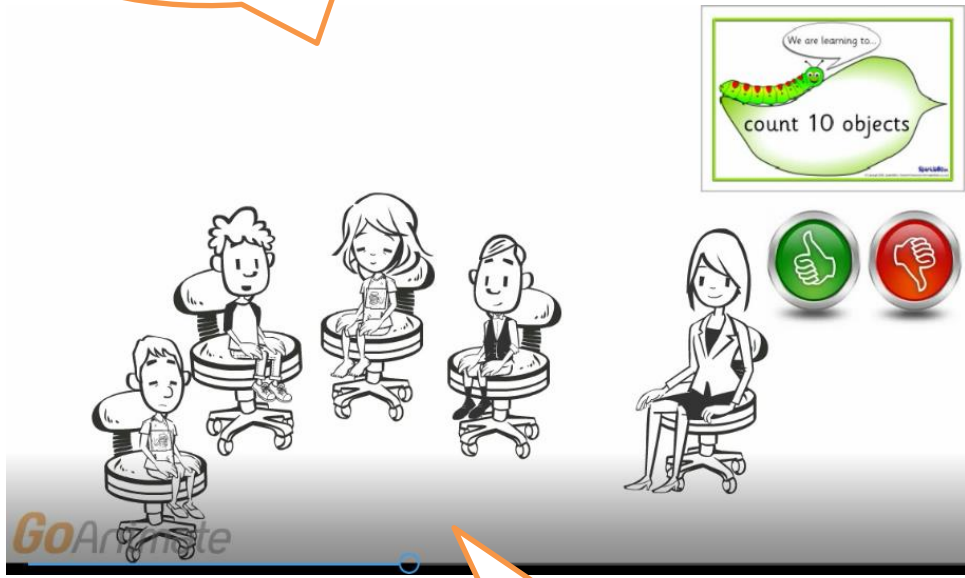
The Year 2 Students' Voices about AfL





No, because I know what I have to do and do not need them.

They will help us in Year 4 and 5, when we have exams.



I found them useful and with them we do not need to study so much. I, even, used them when preparing for all sessions and when

If I get stuck I use my brain or ask the teacher. I prefer not to use them because I keep on thinking until I get it.

Samantha – the Year 3 teacher

Samantha's class

Samantha has been teaching for four years. Since her first year of teaching, she has always taught different age groups. Her class population was of fifteen students, which included three international students and the support of a learning support assistant.

Samantha described her class as a group of pupils where “some show interest in all activities and participate a lot while few students do not participate...are lethargic and unmotivated.” Her concern for this class was the waste of time of early finishers. Also, she was concerned that some students might get bored when starting a new topic as she always starts from the very basics.

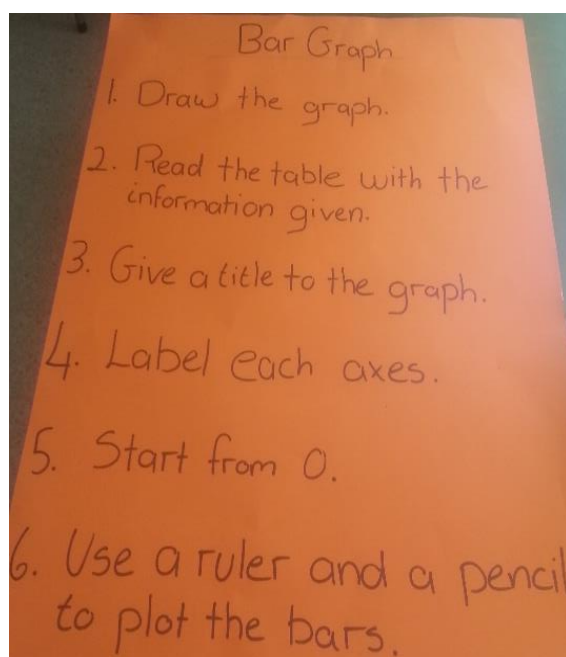
Given her concerns, the AfL strategies suggested to Samantha were:

- Understanding where the learners stand in their learning,
- Clear and shared success criteria, and later there was the need to add the
- Learning goal.

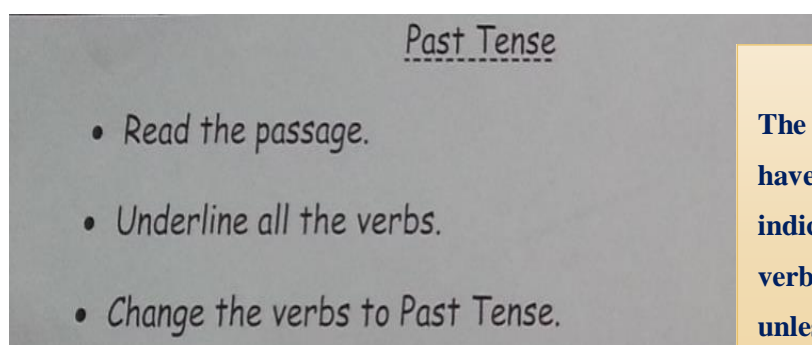
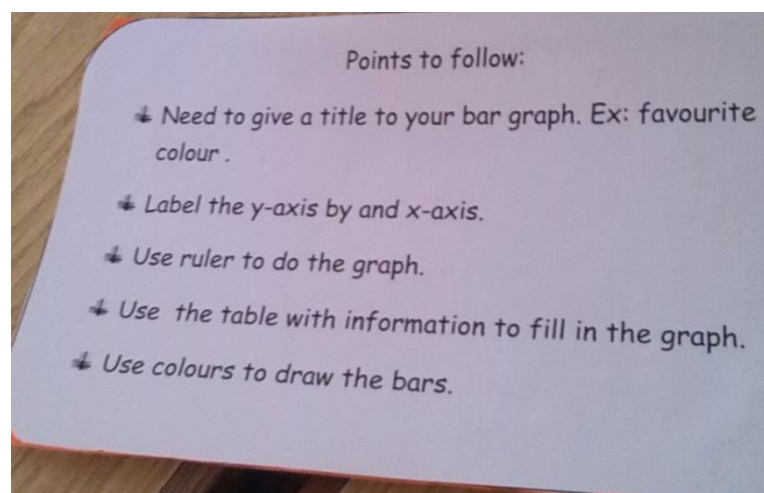
Samantha decided to have a try with the first two strategies, for a start. She included these two strategies in lessons comprising:

- Bar Graphs
- Maltese Grammar lesson (Punteġġjatura)
- Maltese Grammar lesson (Particelli)
- English Grammar lesson (Past Tense)
- Informal letter writing in Maltese.

For these lessons, the teacher created the following resources:



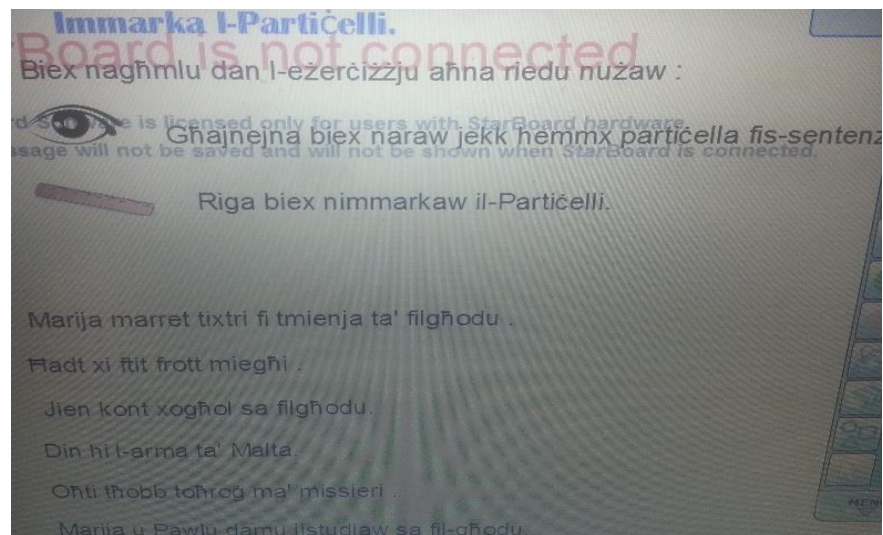
SC for Bar Graphs



SC for Past Tense

Tip:

The last point should have had a sub-criteria indicating how to change verbs into the past tense, unless all the verbs were of the same type.



SC for the Particelli

Tip:

It would have been beneficial if the teacher indicated to the students how to recognise the 'particelli'.

Following her lesson trials, Samantha recounted her learning experience as follows:

At the beginning of this journey, I was not sure what assessment for learning stands for. Thus, I checked on ilearn for the meaning to have an idea of the steps they follow.

Through meetings with Ms Doreen, I started to be more curious and excited to look, check and follow the AfL steps. Prior to lesson planning, I became more aware to try to include AfL steps. When I told my pupils that we will try something different, they were excited and more attentive. I explained that they will have the learning intention written on the board.

My main intention through this experience was to focus more on children's ability by starting my lessons from the very beginning and the success criteria. Through the various topics like 'particelli', 'superlattiv assolut', bar graphs, punctuation and past tense, I noticed that children understood more. I had the opportunity to know where my pupils were so I could adapt and work better with each pupil. The children showed me that they understood more. They also found it very helpful when I presented them the list of instructions. The students confirmed that they found them useful during homework, in my absence. Most pupils became more aware to check their work before they presented me their work. The demonstration lessons allowed me to observe and ask questions to check whether I was on the right track. I have always found encouragement and help from Ms Doreen.

I am looking forward to continue using them in the coming years. For now, I used them mostly in grammar lessons and in Mathematics. However, my next goal is to include them in comprehensions and compositions.

Samantha

The Year 3 Students' Voices

The steps helped me as I know what I have to do and can understand more. I did not know what to do but now I got fewer things wrong.

I use my brain as everything is easy.

Steps give you a lot of hints. Without the rules, we risk to have poor work.

YEAR 3 STUDENTS' VOICES



GoAnimate

I prefer if the steps contain pictures as I get tired of writing.

I do not use them much as when I know something I do not look at them.

Helped as I followed their order. They assisted me in avoiding mistakes and to remember.

Belle – the Year 6 teacher

Belle's class

Belle has been teaching for the past nine years. She has taught mostly the upper years of the primary school. The year of her participation in this project was also her first year with banding. Belle's class was the lowest band of sixteen students with two learning support assistants. Although Belle was informed, in advance, that she had the lowest group, she never expected such a low level of performance and the feeling that she was not reaching everyone frustrated her.

Her concerns for this class, which reinforced further her frustration, were:

- not knowing where each student is at the beginning of the year, and
- whether the students were understanding or not the mathematical concepts.

Belle translated these concerns into her action research project goal, which she expressed as the “full understanding of the mathematical concepts especially those involving the day-to-day computational problems and for languages, the overall and general improvement in literacy.”

The AfL strategies adopted by Belle were:

- the sharing or co-construction of a clear learning goal,
- the sharing or co-construction of clear success criteria and,
- the use of effective questioning.

Belle embedded these strategies in the following lesson topics:

- Reading and understanding a text in both languages,
- The Calendar in Mathematics.
- Analogue and Digital Time.

- Time Intervals.
- English writing and story sums

Along with this process, Belle has developed a booklet consisting of a set of success criteria for the core subjects, a copy of which was shared with each student in the class. A prototype of these SC is included in the screenshot portraying her students' voices.

Following these trials, Belle's story is as follows:

The Context..... I teach. I try to....

This year was particularly challenging because it was the first time banding was implemented, and I have been assigned the lowest band. In my class I have 16 children, all of whom have many difficulties: academic, social and psychological in nature.

I learn.....

I have decided to embark on this project because I am always open to learning new things, and because I trusted Ms Doreen – I know her, and I was sure that working with her would be profitable.

The Journey...

At first I did not know much about AfL, however, after the very first few meetings and the demo lesson, I quickly got a grip of this and I liked it a lot. I realised that I was already implementing many strategies of AfL without knowing I was. The more I learned about it, and the more I tried my hand at it, the more I could appreciate this forward approach to teaching and learning.

I began to plan more and more lessons using this approach. The pupils quickly assimilated this, and found the success criteria very helpful. In fact, I produced a set of notes for Maltese, English and Maths with success criteria for students.

In my view, the most beneficial aspects of AfL are:

- They help children focus – knowing the learning goal gives them a sense of purpose. Also, it should assist them to evaluate whether or not they have achieved it. e.g., Did I learn how to measure an angle using the protractor?
- Success criteria help the children gain more confidence – they do not need the constant explanation of the teacher, but can rely on the steps (thus on themselves) to quickly revise the steps they have to take to master any task.
- Questioning – the awareness of the various types of questions one can ask is very helpful because one might tend to ask always the same kind of questions to the same number of students. Questions help one **think**. It is important that we help our students become reflective persons.

Lifelong Learning

I link AfL to LLL because once the children get used to working using goals and steps, they should become able to apply these few and simple techniques to any area in their life.

Conclusion....

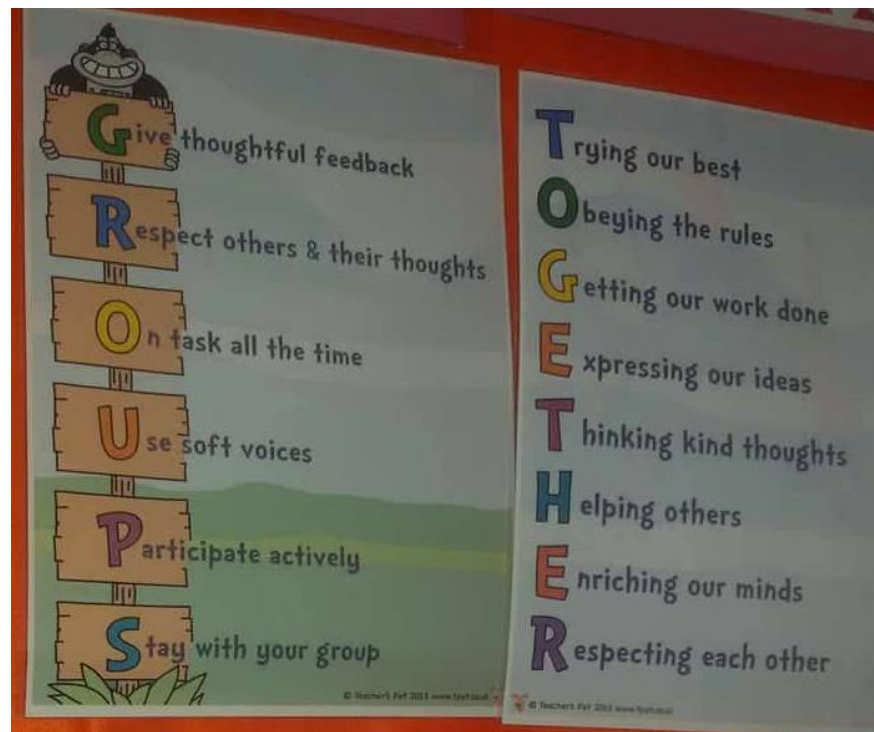
The situation of my class, this year, was particularly challenging and there were times when I really felt like giving up on them, sometimes nothing I did, seem to have a lasting effect on them. However, in the long run, I am thankful that I have implemented AfL, because I truly believe that it is a very effective tool, especially with children who face academic difficulties.

Belle

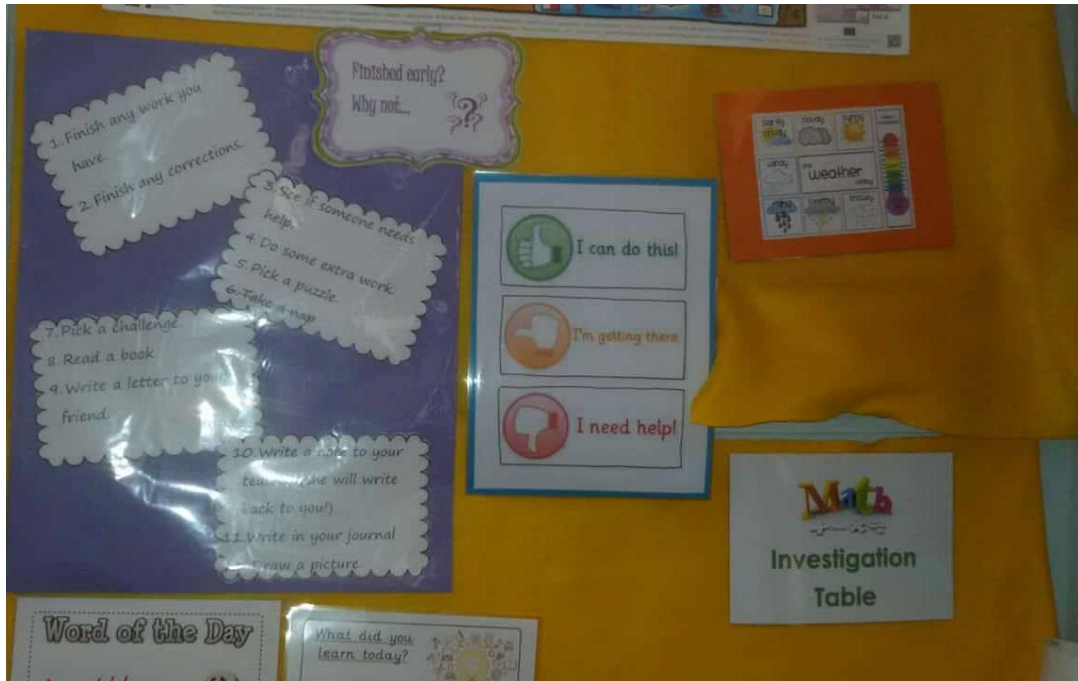
The following scholastic year, Belle’s classroom walls have changed and became constant reminders of how to use assessment during learning. A sample of her class walls is illustrated below:



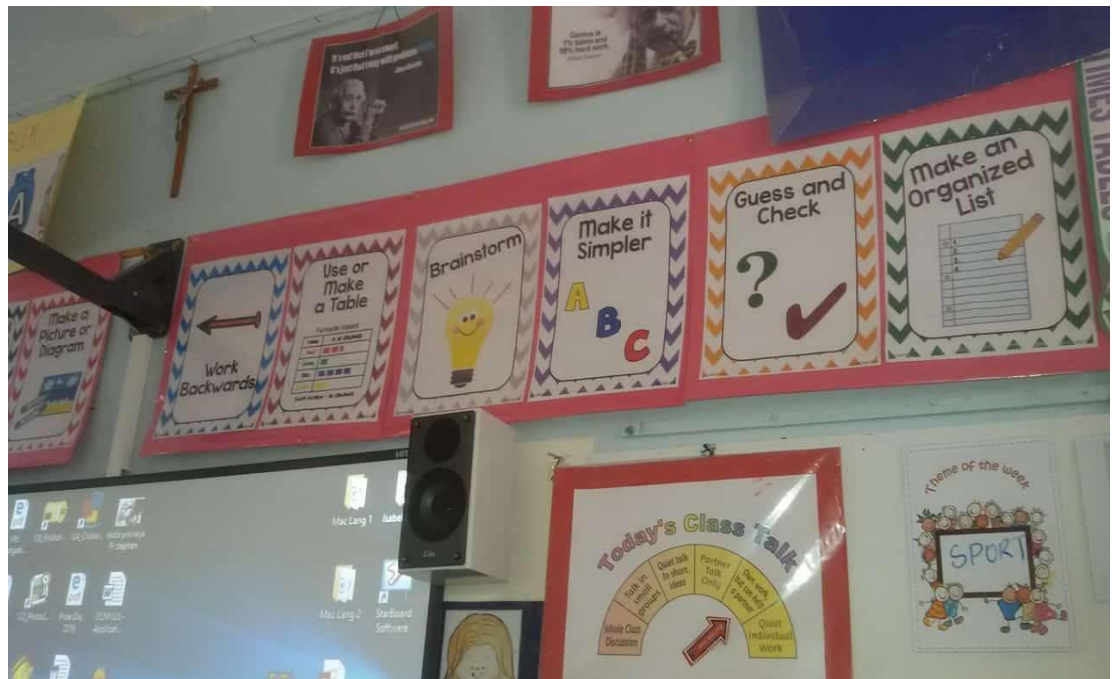
Flower question stems provided by the AfL section within the Directorate. The reading tips were looked for by the teacher.



Tips on how groups work and the kind of learning environment that should permeate in this class.



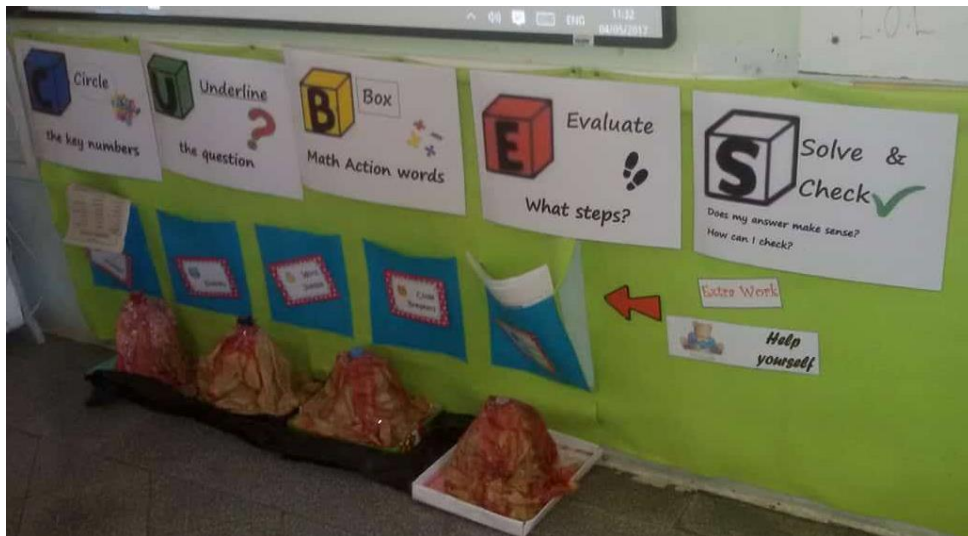
Self-assessment guidelines and suggestions for early finishers.



Theme of the week, self-assessment noise meter level and tips for Mathematical problem solving.



The writing process.



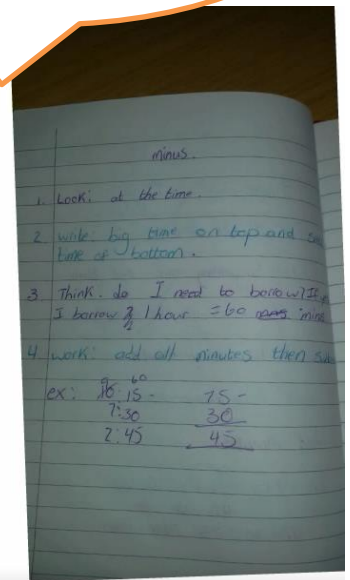
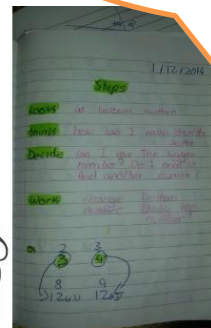
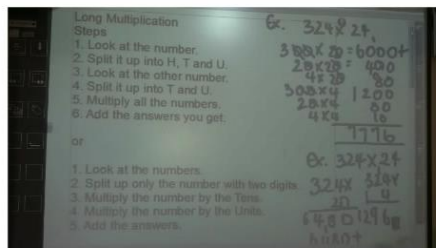
Other problem-solving strategies

The Year 6 Students' Voices

I prefer not to use them as I prefer to ask the teacher or my older brothers. I know that I am a bit lazy. However, when I cannot do otherwise I use them.

I can now say that I know how to work my Maths as I follow through the steps and can do my work.

Even my mum found them helpful to help me with my HW. I do not use them when I understand everything, but if I get stuck, I use them.



These steps really helped me especially when I do not understand.

WE SHOULD MAKE MORE EFFORT TO LEARN.

Some Reflections

In reading these stories, a teacher might critique that the student population in all the classes was less than twenty students. The participant teachers did not have any control over the student population, and since participation was voluntary, I had no control to choose a cross-section of class sizes. However, this does not mean that classes with a larger population cannot implement and benefit from the AfL strategies as the challenges brought about by a heterogeneous group of students are not necessarily related to class size. At times, smaller classes can present the same or even greater challenges than a large populated class. Perhaps, it is more a matter of how the teacher organises the classroom to be humanely manageable to reach all the students. Moreover, what is of crucial importance is that the students participate actively in the AfL process because AfL concerns the STUDENT as much as the TEACHER.

The little advice that I give to teachers who want to have a try at this process is:

- Think about what is concerning you about your class.
- Choose one concern to focus on.
- Identify an AfL strategy or two that are likely to help you in ameliorating your situation.
- Plan your action.
- Reflect on the outcome.
- If possible, discuss with your colleagues and perhaps with the AfL support personnel present at your school.
- Repeat the process of action, reflection and evaluation.

If the situation improves and you would like to focus on another area of concern, you can do so.

REMEMBER: Students must be aware of their role in AfL and as a teacher, you have to emphasise their active role.

AFL IS NOT A TEACHER THING BUT A STUDENT AND A TEACHER

In fact, you might have noticed that the students' voices represent two categories of students: the proponents and objectors of the AfL strategies. It would be interesting to reflect and ask, "Why some students are objecting to the use of the AfL strategies?" Perhaps, they have got accustomed to their comfort zone of relying too much on the teacher, with the teacher ending up more tired than the students. Indeed, the time has come for students to be more in control of their learning and for teachers to not only provide these opportunities but also to believe that the students can be in control of their learning. Needless to say, that this is a challenge for both the students and the teachers as it challenges the culturally rooted roles of both parties. However, it is not an impossible mission and one step at a time we can make it. AfL is not asking teachers to abandon their already student-centred practices, but to enhance them through the strategies that AfL provides for both educators and students.

AfL is not a programme of instruction but the means through which that plan of instruction becomes more effective.

**Appendix XII – Email Correspondence with
Malta Union of Teachers’ Official**



Marco Bonnici to me, Frank, Kevin, Franklin ↕

03/06/2014 ⋮

Dear Ms Said Pace,

Please refer to your email which is being reproduced below.

The Union does not have any issue with any symbolic appreciation issued to educators who participate in your research on a voluntary basis.

Best wishes for your studies.

Regards

Marco Bonnici

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