

Schools2030 Global Forum

Session Learnings and Recommendations: Roundtable 1

SESSION TITLE: *Measuring learning through play: How might we assess quality learning in the classroom?*

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FOCUS AREAS: Learning through Play, Non-academic skills

KEY DISCUSSION POINTS:

- Measuring learning through play brings attention to play as an important way in which children learn.
- Assessing the quality of play environments is important so we can bring evidence to teachers and school leaders as well as policy-makers - what gets measured gets done.
- The PLAY (Playful Learning Across the Years) measurement tools measure teachers' interactions with learners, and how they support child development in a classroom environment.
- The PLAY tools consist of classroom observations, teacher interviews and student interview assessment tools.
- One of the main challenges is that a lot of training is needed. Items can be subjective and interpreted differently in different contexts.
- Standards help people to know what matters: Elements of monitoring: Who is included in monitoring? What is monitored? How will monitoring data be used?
- Including teachers in quality assurance is very crucial. Deciding what is most effective is the challenge.
- Establishing statistics of all public and private institutions is an essential part of building effective quality assurance systems.
- How do we make sure that the tools are meant for teachers, used by teachers and adapted by teachers? Contextualisation – tools are developed in collaboration with teachers and parents.
- How to deal with biases of assessors? Assessors are trained for being objective and there will be two assessors in each classroom. The results will be compound and analysed.

- To what extent is SEN included? This is an important consideration to be strengthened in the future.

CONCLUSION:

- Evidence is needed to advocate for play-based learning approaches at all school levels, so it is important to have the right tools to measure this effectively
- Contextualisation and quality assurance standardisation are key to effective assessment.
- More measurement tools are needed to address SEL and awareness building is needed to promote the value of these skills

ACTIONS AND RECOMMENDATIONS:

- Include teachers in quality assurance processes
- Develop more tools to measure non-academic skills and sensitise community to the value of developing holistic skills
- More training is required for the use of classroom observation and interview tools to ensure objectivity
- Need to ensure evidence is generated and shared effectively