

## Schools2030 Global Forum

### Session Learnings and Recommendations: Roundtable 7

**SESSION TITLE: Measuring learning variability:** *How might we support teachers to use assessment to understand the diverse learning needs and pathways of their students?*

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**FOCUS AREAS:** Learning variability, inclusion, assessment

#### **KEY DISCUSSION POINTS:**

- Educators support a wide spectrum of learning needs diversity of their students' learning needs.
- This includes students struggling due to a diagnosable learning need as well as the broader spectrum of differences that account for learning variability
- Formative assessment allows educators to identify individual learning needs, to continuously monitor progress and to adapt the instruction.
- Educators need support effectively incorporate formative assessment in their classrooms.
- Promote Edtech in support of assessment. Edtech can create digital adaptive environments such as game based assessment and dashboards for progress monitoring.
- Luminos Fund works to provide accelerated learning to out-of-school children with an aim of reintegrating them back to public schools.
- There is need for quality teacher training, materials and research in specific learning difficulties.

#### **Emerging questions:**

##### **What are the opportunities and challenges for using Edtech?**

- Schools can do scaling and personalizing the innovations.
- There is need for policy change to support Edtech.
- Edtech cannot be replacement for in-person teaching.

### **What is the role of caregivers in identifying learners with learning difficulties?**

- Provide a body of evidence to have more than one assessment.
- Have a strength-based view of learners, and home space as a space for learning.

### **How can practitioners, teachers and researchers work together to screen children with learning difficulties?**

- Need to share tools for screening and resources, capacity building.
- Prioritisation that's being deliberate about inclusion. Researchers and education institutions should exist as one, not separate entities.

### **How do we scale up screening and resulting interventions?**

- Leverage stakeholders such as parents and health workers as advocates for testing, use resources to incentivize and prioritize screening efforts
- Use policy briefs and situation analysis to build a case.

### **What support do teachers need?**

- Capacity building to develop assessment skills, awareness to change mindsets

## **CONCLUSION:**

- Formative assessment supports more personalised learning experiences and helps teachers understand better the diverse needs of their students
- EdTech can be used to support formative assessment
- The role of caregivers in identifying students with learning difficulties is in identifying strength-based view of learners, and home space as a space for learning.

## **ACTIONS AND RECOMMENDATIONS:**

- Teacher training and capacity building required to become familiar with various learning difficulties and specific learner needs
- Practitioners such as teachers and researchers should work together to screen children with learning difficulties. They need to share tools for screening and resources, capacity building as well as being deliberate about inclusion.
- Supply more materials and literature on specific learning difficulties to reduce stigma and increase understanding
- Teachers need training to ensure that formative assessment is carried out in a standardised way with as little bias as possible

