Leadership in National Assessment

Course programme
Cambridge | UK | 8 – 12 October 2018
Møller Centre, Cambridge, UK
Course information

Location

The Møller Centre is a dedicated, purpose-designed, residential leadership development and conference centre set in the beautiful grounds of Churchill College, in the University of Cambridge.

www.mollercentre.co.uk

About the Cambridge Assessment Network

Cambridge Assessment Network provides professional development for the assessment community in the UK and internationally.

We equip education professionals with the technical skills, knowledge and understanding to be confident and capable assessment practitioners. Our work is underpinned by evidence based research, delivered by a network of assessment experts, and designed to support your commitment to continuing professional development.

www.canetwork.org.uk

Key contacts

Sally Brown, Course Lead
Assistant Director, Cambridge Assessment Network
Brown.s@cambridgeassessment.org.uk  01223 558329

Liz Ford, Course Organiser
ford.e@cambridgeassessment.org.uk  01223 553632
Welcome to Cambridge

It is with great pleasure that I welcome you to the ‘Leadership in National Assessment’ course – a unique programme for education leaders of today.

Outcomes of international surveys, global economy and domestic developments have been putting increasing pressure on national education policies worldwide.

As a not-for-profit organisation independent of government, we believe it is our role to offer guidance on education policy and strategy to governments and education professionals worldwide.

To lead this programme we have invited internationally recognised specialists who will offer pragmatic insights into the following areas:

- Trends in examining and assessment worldwide
- International benchmarking
- Working with stakeholders and managing crises
- Accountability in the context of high stakes testing

The programme will be a mixture of keynote presentations, panel debates and workshops.

The inclusion of action learning sets is an opportunity to apply the learning to your own context and consider future actions beyond the programme.

Our aim is that you expand your understanding of system management and acquire solid knowledge and tools to plan and implement complex education reforms in your national contexts.

I wish you a stimulating stay in Cambridge.

Tim Oates CBE
Group Director, Assessment Research and Development,
Cambridge Assessment
Sunday 7 October: 
*Meet and greet*

**18.00 – 19.00** Opportunity to meet the other delegates and the course organisers

Monday 8 October: 
*Education, Accountability and Society – the global perspective*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>09.00</td>
<td>Welcome and introduction</td>
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<tr>
<td>09.30</td>
<td><em>What is this thing called education?</em> Tim Oates CBE</td>
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<tr>
<td>11.15</td>
<td><em>“International education” and national education policies</em></td>
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<tr>
<td></td>
<td>The place of international comparisons and “internationalism” in educational policy-making by national governments Isabel Nisbet</td>
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<tr>
<td>12.30</td>
<td>Lunch</td>
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<tr>
<td>13.30</td>
<td><em>Accountability – reading between the lines</em></td>
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<td>CHAIR: Tim Oates CBE</td>
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<td>• <strong>International Benchmarking</strong></td>
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<td>Background and insights into PISA, PIRLS and TIMSS</td>
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<td>Dr Tom Benton</td>
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<td>• <strong>Impacts of International Large Scale Assessment on National Education Policies: the Case for Portugal</strong></td>
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<td>Professor João Marôco</td>
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<tr>
<td>15.45</td>
<td><em>Action learning sets</em></td>
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<td>Meet the mentors</td>
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<td>19.00</td>
<td>Dinner at Møller Centre</td>
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Tuesday 9 October: 
*Curriculum, coherence and competencies*

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>09.15</td>
<td>Accountability and data within your own context</td>
<td>Led by Dr Ellen Weavers</td>
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<tr>
<td>10.15</td>
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<tr>
<td>10.45</td>
<td>Maintaining standards</td>
<td>Anthony Dawson</td>
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<td>11.30</td>
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<tr>
<td>11.30</td>
<td>Assessment frameworks</td>
<td>Led by Dr Ellen Weavers</td>
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<tr>
<td>13.15</td>
<td>Lunch</td>
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<tr>
<td>14.00</td>
<td>The Cambridge Approach to Curriculum</td>
<td>Tim Oates CBE</td>
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<td>15.15</td>
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<td>16.00</td>
<td>Seminar: Training teachers, trusting teachers, competence – teacher expertise</td>
<td>Professor Christopher Winch</td>
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Wednesday 10 October:  
*System disruption – what can we expect from the unexpected?*

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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>09.00 – 10.15</td>
<td>Dealing with the public impact of less than perfect outcomes – escalated issues and crises</td>
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<td>Bene’t Steinberg</td>
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<td>10.15 – 13.15</td>
<td>Crisis management – a case study approach</td>
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<td>Philip Parker</td>
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<td>13.15</td>
<td>Lunch</td>
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<td>14.00 – 16.30</td>
<td>Big numbers in question paper supply chain</td>
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<td>Tour of DC10</td>
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<td>18.00 – 19.00</td>
<td>Pre-dinner presentation: Leadership – making the choice to lead</td>
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<td>Mike Mister</td>
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<td>19.30</td>
<td>Dinner at Møller Centre</td>
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Thursday 11 October: 
*From paper to pixel*

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
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| 09.15 - 10.30 | By the book: the role of textbooks in curriculum coherence  
Jane Mann |
| 11.00 - 13.00 | The place for technology in Assessment  
Matt Richards |
| 13.15 | Lunch |
| 14.00 - 15.00 | Bringing innovative thinking into the workplace  
Karen Barns |
| 15.00 - 15.40 | Action learning sets |
| 15.45 - 18.00 | Walking tour of Cambridge |
Friday 12 October:  
*The place for national policy and embedding change*

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<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Speaker/Details</th>
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<tr>
<td>09.15</td>
<td>Research, policy and practice: the importance of a strong evidence base</td>
<td>Sylvia Green</td>
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<td>10.30</td>
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<td>11.00</td>
<td>Political possibilities, evidence, and ideology: how is and how should education policy be made?</td>
<td>Rt Hon. David Laws</td>
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<td>12.00</td>
<td>Action learning sets</td>
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<td>13.00</td>
<td>Lunch</td>
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<tr>
<td>14.00</td>
<td>What is this thing called Leadership?</td>
<td>Tim Oates CBE</td>
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<tr>
<td>15.00</td>
<td>Free time in Cambridge (punting optional)</td>
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<td>17.00</td>
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<tr>
<td>18.00</td>
<td>Course dinner</td>
<td>Christ’s College, University of Cambridge</td>
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<td>21.30</td>
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Our *speakers* this year include

**Karen Barnes,**
*Senior Project Manager,*
*Cambridge English Assessment*

Karen Barns is Senior Project Manager for Project 2020, a Cambridge English innovation project. Karen’s background is in teaching, teacher training, academic management, assessment and publishing in ELT. An experienced workshop facilitator, Karen is a trained Innovation Catalyst, and has recently run a series of workshops across Cambridge English to look at business challenges from a different perspective.

**Dr Tom Benton,**
*Principal Research Officer,*
*Cambridge Assessment*

Tom has worked in educational statistics since 2001. Prior to joining Cambridge Assessment in 2012 he worked for the National Foundation for Education Research (NFER) as an expert in statistical analysis. His work included test development, survey research, programme evaluation, and international comparisons. He has worked on numerous large-scale national and international surveys of young people as well as the development and standardisation of various educational tests. More recently Tom has completed research examining methods of summarising the results of international comparisons across countries. This has included re-analysing the associations between autonomy, accountability and achievement in PISA.

**Anthony Dawson,**
*Deputy Director of Assessment Standards and Quality,*
*Cambridge Assessment International Education*

Anthony taught in the Maldives for a number of years before returning to the UK, where he played a minor role in the revision of the National Curriculum for England. He has worked for Cambridge Assessment for the past 23 years. Initially he worked on the development of national tests in Science in England, before joining Cambridge International Examinations in 2000 as a Product Manager for Physics. Since then Anthony has worked as a Senior Assessment Advisor and is now responsible for the standards of examinations and for the processes by which we ensure that the examinations are of a high quality.

**Sylvia Green,**
*former Director of Research at Cambridge Assessment*

Sylvia was formally Director of the Research Division, Assessment Research and Development at Cambridge Assessment leading a team of 28 full-time research staff and was also Editor of the biannual publication Research Matters.

Sylvia has also provided consultancy support for Cambridge International Examinations including projects in Malaysia, South Africa and Namibia. She has conducted research into Controlled Assessment and has directed a programme of research into Qualifications Reform. She is now an Educational Consultant in Teaching, Learning and Assessment.

**The Right Hon. David Laws,**
*Former MP and now Executive Chairman,*
*Education Policy Institute*

David joined the EPI as Executive Chairman in September 2015.

Between 2010 and 2015, David served in the Coalition Government as Chief Secretary to the Treasury, Schools Minister, and Cabinet Office Minister. Whilst Schools Minister he was responsible for policy areas including all capital and revenue funding, the Pupil Premium, accountability and policy on teachers and leadership. David was Member of Parliament for Yeovil from 2001 until 2015.

David graduated from King’s College, Cambridge, with a double first class honours degree in economics and worked at J.P. Morgan and Barclays de Zoete Wedd.

**Jane Mann,**
*Director of Education Reform,*
*Cambridge University Press*

Jane leads the Education Reform team in the development and delivery of sustainable solutions for education programmes around the world. A skilled publishing consultant with over 20 years’ experience spanning education and trade sectors, Jane has considerable experience in developing resources and publishing teams for education reform programmes. She has worked with ministries, agencies and organisations to design effective systems, materials and programmes to address key educational needs which result in positive change.
Professor João Marôco,  
Member of the Board of Directors,  
IAVE

João (Ph.D., Washington State University) is a member of the Board of Directors of IAVE, I. P. where he coordinates International Large Scale Student Assessments (PISA, TIMSS, PIRLS, ICILS). He is an associate professor at ISPA – UI where he teaches courses in Statistical Analysis, Research Methods and Advanced Data Analysis Techniques. His research interests include the evaluation and development of psychometric scales, regression applications, structural equation modelling, large scale assessment and sampling, and classification in the biological, health, social and human sciences. Currently, he has published more than 250 papers in national and international peer-reviewed journals and four books on Statistical Analysis, Structural Equations and Psychometric Assessment.

Mike Mister,  
Partner,  
Møller Institute

Mike is a partner in the Møller PSF Group where he is head of the leadership practice group. He works in supporting the development of leadership and change management capability in the specialised area of professional services firms. Mike has over 20 years’ experience in the professional services sector, and for the last fifteen years he has consulted across the world with leadership teams to help drive the consistency of thought and action necessary to drive a hugely ambitious globalisation agenda.

Isabel Nisbet,  
Affiliated Lecturer,  
University of Cambridge Faculty of Education

Isabel has had a career in government and regulation in the UK. From 2007 – 2011 she was the first CEO of Ofqual, the regulator of examinations and qualifications in England and before that she had senior roles in the regulation of medicine and medical education. From 2011 – 2014 Isabel worked in SE Asia for Cambridge International Examinations, based in Singapore. On returning to the UK, she led an organisation providing advice from leading UK universities informing the reform of A levels. She holds an honorary role as an Affiliated Lecturer at the University of Cambridge’s Faculty of Education and is a member of the Board of Qualifications Wales, the regulator of examinations and qualifications in Wales, where she chairs their Regulation Committee.

Tim Oates CBE,  
Group Director Assessment Research and Development,  
Cambridge Assessment

Tim is Group Director of Assessment Research and Development at Cambridge Assessment, focusing on national and international research on assessment and measurement. In 2010 he published ‘Could do better’ which laid down the principles for the review of the National Curriculum in England. He was chair of the Expert Panel for Review of the National Curriculum. He has published widely on assessment and most recently has published on the importance of high quality learning materials and on approaches to educational improvement. Tim routinely provides briefings and advice to UK and other governments. He is a Fellow of Churchill College Cambridge.

Michael O’Sullivan CMG,  
CEO  
Cambridge Assessment International Education

Michael was appointed Chief Executive of Cambridge Assessment International Education in April 2013. He was previously Director of the Cambridge Trust, and prior to that he was Secretary General of the EU Chamber of Commerce in China. Michael spent much of his earlier career with the British Council. His roles included Director China, Head of Corporate Planning, and East Asia and Pacific Policy Director. He first worked in China as an English teacher in the 1980s and speaks Chinese fluently. Michael has a BA in French and German from Oxford University and an MPhil in Linguistics from Cambridge University. In 2008, he was made a Companion of the Order of St Michael and St George in the Queen’s New Year Honours.

Philip Parker,  
Head of Corporate Affairs,  
Cambridge Assessment International Education

Philip is Head of Corporate Affairs at Cambridge Assessment International Education. He heads a central unit that supports the Chief Executive in setting strategy, managing quality and occasional crisis management. He has worked at Cambridge Assessment since 2014. Before that, Philip worked for over twenty years in England’s Department for Education, supporting government ministers on a range of policies, including the National Curriculum, school buildings, and school sport. Philip studied theology at King’s College London and Oriel College Oxford.
Matt Richards,
*Digital Assessment Lead, Cambridge Assessment*

Matt is the Computer-Based Testing Lead at Cambridge Assessment, focusing on technical partnerships.

Before this corporate role, Matt has led the development of a number of key digital initiatives for Cambridge International focusing on teacher and learner support and exams administration.

Bene’t Steinberg,
*Group Director of Public Affairs, Cambridge Assessment*

Bene’t is Group Director, Public Affairs at Cambridge Assessment. Principally dealing with the politics and perception of assessments and examinations, he has seen the impact of policy and practice on his two children over the past twenty years. He has oversight of the work of the Cambridge Assessment’s three exam boards – Oxford, Cambridge and RSA Examinations in the UK; Cambridge Assessment International and Cambridge Assessment English. Bene’t has a BA in Politics from Lancaster University. Before coming to Cambridge, he was at top public affairs agencies delivering advice and public affairs programmes to some of Britain’s major corporations.

Dr Ellen Weavers,
*Senior Education Advisor, Cambridge Assessment International Education*

Ellen is a Senior Education Advisor for Cambridge International Examinations. She joined Cambridge Assessment in 2012 as the Curriculum Leader for Science for OCR, our English awarding organisation. She then became the Head of Education and Learning Commissioning before moving to Cambridge International Examinations in 2016. Prior to joining Cambridge Assessment, she advised the government and its agencies on policy, qualification and curriculum development as an Education Specialist at the Royal Society of Chemistry.

She has worked on the redevelopment of the national curriculum and qualifications for England as well as leading on large-scale international curriculum comparison research projects. She has also managed the design and delivery of teaching resources and national programmes of teacher training. Ellen also has experience of teaching at every level within the English education system. In her current role Ellen works with ministries, national bodies and education systems around the world on education reform projects.

Professor Chris Winch,
*Professor of Educational Philosophy and Policy, Kings College London*

Christopher is Professor of Educational Philosophy and Policy in the School of Education, Communication and Society at King’s College London. He was head of the School from 2008 – 2012 and was Chair of the Philosophy of Education Society of Great Britain from 2008 – 2011. His main interests are in professional education (and in particular the nature of professional know-how and judgement) and in philosophy of education. He is also an experienced empirical researcher and has carried out extensive work on European vocational education and EU policy tools for developing vocational education in Europe. He is an experienced teacher who has worked in further, primary and higher education in England and Wales.
Useful references


Broadfoot, P. M. *An Introduction to Assessment*. London: Continuum International Publishing Group 2007


Green, A. *Education and State Formation: Europe, East Asia and the USA* (Education, Economy and Society). Palgrave Macmillan 2013


Klenowski, V., Wyatt-Smith C. *Assessment for Education*. Sage Publications 2013


Moursheed, M., Chijioke, C. & Barber, M. *How the world’s most improved school systems keep getting better*. London: Mckinsey & Co. 2010


Richards, P. *Be your own spin doctor; a Practical Guide to Using the Media*. London: Politico’s 2005


Skidmore, P. *Beyond Measure: Why educational assessment is failing the test*. London: Demos 2003


Journals

Research Notes
A quarterly journal produced by Cambridge English Language Assessment with short articles on their latest research.
[www.cambridgeenglish.org/research-notes](http://www.cambridgeenglish.org/research-notes)

Research Matters
A biennial publication produced by the Cambridge Assessment Research and Development Division on their latest statistical research.
[www.cambridgeassessment.org.uk/research-matters](http://www.cambridgeassessment.org.uk/research-matters)

Free research materials and resources including statistical and research reports, conference papers, published articles and factsheets by Cambridge Assessment researchers.
[www.cambridgeassessment.org.uk/our-research](http://www.cambridgeassessment.org.uk/our-research)
Online resources

Cambridge Assessment
Cambridge Assessment: www.cambridgeassessment.org.uk
Oxford Cambridge and RSA Examinations: www.ocr.org.uk
Cambridge International Examinations: www.cie.org.uk
Cambridge English Language Assessment: www.cambridgeenglish.org
Cambridge Assessment Network: www.canetwork.org.uk

The media
The BBC: www.bbc.co.uk
The Guardian: www.guardian.co.uk

The Independent: www.independent.co.uk
The Telegraph: www.telegraph.co.uk
The Times (subscription required): www.timesonline.co.uk
The Times Educational Supplement: www.tes.co.uk

Qualifications in England
www.gov.uk
www.gov.uk/government/organisations/ofqual
www.gov.uk/topic/schools-colleges-childrens-services/curriculum-qualifications

The Organisation for Economic Co-operation and Development (OECD)
www.oecd.org
www.oecd.org/pisa
Bespoke training

Finding training that fully addresses your organisation’s needs can be a challenge.

Cambridge Assessment Network’s team of experts are familiar with assessment challenges in different contexts and countries.

We can work closely with you to develop a practical assessment training solution to meet your requirements.

We have extensive experience in creating and delivering bespoke programmes and resources for awarding bodies, educational organisations and professional associations worldwide.

You can see examples of how we have worked with organisations in the UK and internationally online: www.canetwork.org.uk/bespoke or get in touch with us directly: thenetwork@cambridgeassessment.org.uk

For more details go to:
www.canetwork.org.uk/bespoke

Cambridge International Study Programme

13 – 24 May 2019, Cambridge | UK

The Cambridge International Study Programme is a two-week residential course that gives a complete guide to the processes involved in the design and delivery of valid and robust examinations.

Specially designed for those working for an educational body or an exams provider outside the UK, the course explains the key principles of assessment - validity, reliability, impact, and practicality - and looks at all aspects of the work of an awarding body, in national and international contexts.

For more details go to:
www.canetwork.org.uk/cisp