



Cambridge Assessment
Network



Leadership
in National Assessment



Course programme

Cambridge | UK | 16 – 20 September 2019

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

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Liz Ford, Course Organiser

Events and Allied Services Manager, Cambridge Assessment Network

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Cambridge Assessment Network is part of Cambridge Assessment, Europe's largest assessment agency and a department of the University of Cambridge.

www.canetwork.org.uk

The Cambridge Assessment Network is an endorsed Cambridge University provider of Executive and Professional Education.



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:

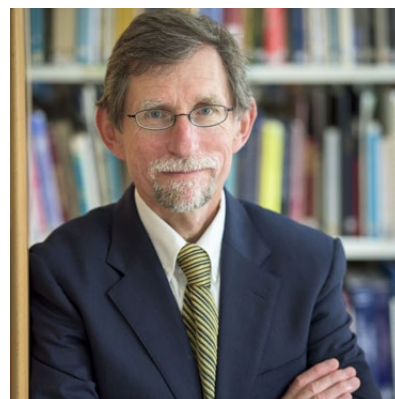
- Trends in examining and assessment worldwide
- International benchmarking
- Working with stakeholders and managing crises
- Accountability in the context of high stakes testing

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 15 September: *Meet and greet*

18.00
–
19.30



Welcome drinks reception
Opportunity to meet the other delegates and the course organisers

Monday 16 September: *Education, Accountability and Society – the global perspective*

09.15
–
9.30



Welcome address
Course Leaders

09.30
–
10.45



What is this thing called education?
Tim Oates CBE

11.15
–
12.30



Internationalism in education policy making
Isabel Nisbet

12.30

Lunch

13.30
–
14.30



Action learning sets

15.00
–
16.00



How do we find out what works in education?
Gabriel Heller-Salhgren

18.00
–
19.00









Drinks Reception – Summit of Education
Trinity Hall








Tuesday 17 September:

Anticipating the Future of Learning: How do we harness technology and the social change it brings in order to enhance learning?

09.00 – 09.15		Welcome Saul Nassé and Professor Stephen Toope
09.15 – 12.15		Keynote speeches and a debate Professor Usha Goswami, Professor Rose Luckin and Geoff Stead
12.15		Lunch
13.15		Tour of the Cambridge University Press Building (optional)
13.45 – 15.00		Break out sessions
15.30 – 16.00		Break out sessions
16.00 – 16.15		Closing session Saul Nassé and Peter Phillips
17.45		Bus to Trinity Hall
18.45 – 20.30		Drinks Reception and Dinner With Guest Speaker, Professor Hannah Fry







Wednesday 18 September: *Dealing with the big policy changes: The Skills Agenda; Curriculum and Assessment Coherence*

09.15 – 10.45		Embedding, influencing and implementing vocational education David Russell
11.15 – 13.00		Assessment Frameworks Dan Bray
13.00		Lunch
14.00 – 15.30		Leading a Curriculum Review David Russell and Tim Oates CBE
15.45 – 17.00		Walking Tour
18.30		Dinner at Møller Centre With Guest Speaker Mike Mister






Thursday 19 September: *System Disruption – How to deal with the unexpected*

09.15 – 10.15		Action Learning Sets
10.15 – 11.15		'To err is human' – but do errors have a silver lining? Irenka Suto
11.15		Break
11.30 – 12.45		Dealing with the public impact of less than perfect outcomes Bene't Steinberg
12.45		Lunch
13.30 – 16.00		Crisis Management – A Case Study Approach Philip Parker



Friday 20 September: *The place for national policy and embedding change*

09.30 – 10.30		Visit to DC10
11.00 – 12.15		Political possibilities, evidence and ideology: how is and how should education policy be made? Jonathan Simons
12.15 – 13.15		Action learning sets
13.15		Lunch



Our *speakers* this year include

Dan Bray,
Deputy Director, Projects,
Cambridge Assessment International
Education



Dan is responsible for leading the delivery of the assessment elements of international education reform projects. Previously he was a Senior Assessment Advisor at Cambridge International Examinations. He specialised in the challenges and opportunities of online marking to drive improvements in the reliability of marking and assessment design.

Dan has worked at the University of York and in publishing on projects helping develop the use of computers as effective learning tools. He taught A Level Psychology and worked as an analyst in the railway industry. Dan has a BSc in Psychology and an MSc in Multimedia Production.

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.

Gabriel Heller Sahlgren,
PhD Student at LSE and Research Assistant,
Centre for Economic Performance



Originally from Sweden, Gabriel's research interests concern the economics of social policy and econometric evaluations. He is affiliated with the Research Institute of Industrial Economics in Stockholm, Sweden, and the Centre for the Study of Market Reform of Education in London. He holds a BA in Social and Political Sciences from the University of Cambridge and an MSc in Social Policy (research) from the LSE.

Publications include: *Real Finnish lessons – The True story of an education superpower*, *Tests worth teaching to: incentivising quality in qualifications and accountability*

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.

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.

David Russell,

Chief Executive,
Education and Training Foundation (ETF)



David has 25 years' experience in education policy and practice, from front-line teaching to working at the heart of the British Government. After 4 years' teaching in the UK and Europe, he entered the civil service Fast Stream in 1998, and was promoted to the senior civil service in 2004. Over the following decade he led various education policy areas for Governments of all political colours, working closely with Ministers and 10 Downing Street. David is the CEO of the Education and Training Foundation, the national body responsible for professional development of teachers and leaders in Further Education in England.

Jonathan Simons,

Director,
Public First



Jonathan leads policy work on education and social policy at Public First. He joined the organisation the global education foundation the Varkey Foundation, where he was Director of Policy & Research. Jonathan has also worked as Director of Strategy and Market Development at Serco, Head of Education in the Prime Minister's Strategy Unit, when Gordon Brown was Prime Minister, and also Head of Education at the Policy Exchange think tank.

Bene't Steinberg,

Former Group Director of Public Affairs,
Cambridge Assessment



Bene't was formerly 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. In his post he had 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 Irenka Suto,

Principal Research Officer in Assessment Research and Development Division,
Cambridge Assessment



Irenka joined Cambridge Assessment in 2004, and is Principal Research Officer in Cambridge Assessment's Assessment Research and Development Division. She spent several years applying and developing judgement and decision-making theory in the context of examination marking and grading. Irenka also developed a new interest in the curricula linked to assessments, exploring concepts of so-called 21st Century skills, research projects for secondary school students, and alternatives to the most popular qualifications.

Irenka has led several programmes of research to support the reform of A levels and GCSEs, and currently leads the qualifications development strand Cambridge Assessment's divisional research programme.

Anticipating the Future of Learning speakers

Professor Hannah Fry, (after dinner speaker)

Associate Professor in the Mathematics of Cities,

Centre for Advanced Spatial Analysis at UCL



Hannah is an Associate Professor in the Mathematics of Cities at the Centre for Advanced Spatial Analysis at UCL. She works alongside a unique mix of physicists, mathematicians, computer scientists, architects and geographers to study the patterns in human behaviour – particularly in an urban setting. Her research applies to a wide range of social problems and questions, from shopping and transport to urban crime, riots and terrorism. Alongside her academic position, Hannah is an experienced public speaker giving conference keynotes and taking the joy of maths into theatres and schools. Hannah's mathematical expertise has led to the development of several BBC documentaries including *City in the Sky* (BBC2), *Britain's Greatest Inventions* (BBC2), *Climate Change By Numbers* (BBC4), *Calculating Ada: The Countess of Computing* (BBC4), *Horizon: How to Find Love Online* (BBC2) and *The Joy of Data* (BBC4).

Professor Usha Goswami,

Researcher and Professor of Cognitive Developmental Neuroscience,

University of Cambridge



Director,

Centre for Neuroscience in Education at St. John's College, Cambridge

Usha is a researcher and professor of Cognitive Developmental Neuroscience at the University of Cambridge and the director of the Centre for Neuroscience in Education at St. John's College, Cambridge. She obtained her Ph.D. in developmental psychology from the University of Oxford before becoming a professor of cognitive developmental psychology at the University College London. Goswami's work is primarily in educational neuroscience with major focuses on reading development and developmental dyslexia.

Professor Rose Luckin,

Professor of Learner Centred Design,

UCL Knowledge Lab

Director,

EDUCATE, a London hub for Educational Technology StartUps



Rose is Professor of Learner Centred Design at the UCL Knowledge Lab in London. Her research involves the design and evaluation of educational technology using theories from the learning sciences and techniques from Artificial Intelligence (AI).

She has a particular interest in using AI to open up the 'black box' of learning to show teachers and students the detail of their progress intellectually, emotionally and socially.

Rose is also Director of EDUCATE, a London hub for Educational Technology StartUps, researchers and educators to work together on the development of evidence-informed Educational Technology.

Rose was named on the Seldon List 2017 as one of the 20 most influential people in Education. She is a UFI charity trustee, a governor and trustee of St Paul's school in London and a governor of the Self-Managed Learning College in Brighton. She has taught in the state secondary, Further Education and Higher Education sectors, and she was previously Pro-Vice Chancellor for Teaching and Learning at the University of Sussex.

Saul Nassé,

Group Chief Executive,

Cambridge Assessment



Saul was appointed Group Chief Executive of Cambridge Assessment in April 2018, having served as Chief Executive of Cambridge Assessment English since 2014.

Saul studied Natural Sciences at Cambridge University and spent three years as a research scientist at Cranfield University, before joining the BBC. In a 23 year career at the corporation he was Editor of prime-time science show *Tomorrow's World*, Head of Religion & Ethics and General Manager of BBC Worldwide Productions in Mumbai, where he was responsible for the Indian version of *Strictly Come Dancing*.

His last job at the BBC before joining Cambridge Assessment English was as Controller of BBC Learning, where he ran the department that commissioned and produced the BBC's education programmes and websites. These included *Stargazing Live*, *BBC Food*, *Bitesize*, and the innovative new learning product, *iWonder*.

Geoff Stead,
Chief Product Officer,
Babbel



Geoff Stead is Chief Product Officer at Babbel, delivering digital language learning to well over 1 million learners, learning 14 different languages.

Before Babbel, Geoff lead all new Digital Initiatives for Cambridge English which included both digital learning (apps, AI, VR) as well as digital assessment tools for some of their major exams. He is well versed in emerging technologies, and how to apply them effectively to learning and assessment.

Stephen Toope,
Vice-Chancellor,
University of Cambridge



Stephen is the current 346th Vice-Chancellor of the University of Cambridge. He was named an Officer of the Order of Canada in 2015.

A scholar specializing in human rights, public international law and international relations, Toope has been the Vice-Chancellor of the University of Cambridge since October 1, 2017.

He was previously the Director of the University of Toronto's Munk School of Global Affairs. He assumed the position of director in January 2015. Before that, he was the 12th president and vice-chancellor of the University of British Columbia succeeding Martha Piper. While at UBC, he also held an academic position at the university as a tenured professor of law. He assumed the presidential post on July 1, 2006, and held the position for eight years, until June 30, 2014. On April 3, 2013. Prior to this, he was the president of the Pierre Elliott Trudeau Foundation.

Useful references

Black, L. *The Social Licence to Operate: Your Management Framework for Complex Times*. Oxford: Dō Sustainability 2013

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Stobart, G. *Testing Times: The uses and abuses of assessment*. Abingdon: Routledge 2008

Swaffield, S. (Ed). *Unlocking Assessment: Understanding for reflection and application*. Abingdon: Routledge 2008

Weir, C. J. *Language Testing and Validation: An evidence-based approach*. Palgrave Macmillan 2005

Journals

Research Notes

A quarterly journal produced by Cambridge English Language Assessment with short articles on their latest research.

www.cambridgeenglish.org/research-notes

Research Matters

A biennial publication produced by the Cambridge Assessment's Assessment Research and Development Division on their latest statistical research.

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

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



Online learning

Do you need to upskill or refresh your employees in the principles and practice of good assessment?

A101: *Introducing the Principles of Assessment* and A102: *Introducing Assessment Practice* are both nine week, online courses designed and delivered by experts from Cambridge Assessment.

A101 and A102 can be accessed anywhere in the world and cost between £225 and £275 per person.

Find out more:

www.canetwork.org.uk/a101

www.canetwork.org.uk/a102



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Cambridge Assessment Network is part of Cambridge Assessment, Europe's largest assessment agency and a department of the University of Cambridge. We provide professional development for the assessment community in the UK and internationally.

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