

MAKOYA

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

OFFICIAL NEWSLETTER OF UMALUSI

September 2016



FROM
THE CEO'S
DESK



ACCREDITATION
PROCESS
REVIEWED

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FROM THE EDITOR'S PEN

Welcome to this special issue of Makoya. It is special because it focuses mainly on the recent 42nd conference of the International Association for Educational Assessment (IAEA) organised by Umalusi under the auspices of the IAEA. This successful conference was held in Cape Town on 21-26 August at the famous Westin Hotel. The theme of the conference was “Assessing the achievement of curriculum standards – an ongoing dialogue.”

We are delighted to bring you stories that depict key moments during the conference such as keynote papers, the Deputy Minister's address, social events and many other highlights. We also include plenty of pictures to add colour and show some of the notable moments at the conference.



Lucky Ditaunyane

As usual, Makoya contains vital information about the work of Umalusi. Over the years, Umalusi has managed to position itself as one of the key stakeholders in education. We are constantly looking for opportunities to communicate key and strategic messages about the mandate and work of the organisation with our external stakeholders and Makoya – Umalusi's official newsletter - is one of the platforms that we use to achieve this goal. Enjoy!



FROM THE CEO'S DESK

“

I am pleased to report that Umalusi is also a member of the Southern Africa Association of Educational Assessment and the Association of Educational Assessment in Africa – both the regional and continental chapters of the IAEA respectively.

”

From 21–26 August 2016 Umalusi had the honour of hosting the 42nd annual conference of the International Association for Educational Assessment (IAEA) in Cape Town. The conference came at a time when Umalusi was reviewing its own systems to strengthen its capacity to deliver on its mandate as a Council for Quality Assurance in General and Further Education and Training.

The IAEA's mission is to help advance – through professional interchange – the science and practice of educational assessment by organisations around the world.

IAEA is primarily an association of organisations whose main business is educational assessment. However, the membership also includes individual, associate and affiliate members.

The aim of each IAEA conference is to provide a forum for members to exchange ideas and experiences, with a view to enhancing assessment professionalism among its members and strengthening mutual understanding and relationships.

The annual IAEA conference is organised by a primary

member who has volunteered to host the conference with no compensation other than satisfaction in providing an opportunity for members to share information, in the interests of improving education in their respective countries. However, an IAEA conference is, first and foremost, an IAEA event. The responsibility for all aspects of the conference that affect members ultimately rests with the IAEA president.

I am pleased to report that Umalusi is also a member of the Southern Africa Association of Educational Assessment and the Association of Educational Assessment in Africa – both the regional and continental chapters of the IAEA respectively. We were proud to host well-known experts in educational assessment from around the globe. We believe delegates had a memorable stay in South Africa; and that the conference left us all with thought-provoking ideas for implementation in our respective organisations.

Dr Mafu S Rakometsi
CEO: Umalusi

THE MEDIATED JOURNEY OF 'ASSESSMENT AS AND FOR LEARNING'

Umalusi guides at IACESA CogEd seminar, DBE workshop to enhance assessment



By Dr Celia Booyse

With a quest for effective assessment, Professor Mary Grosser, the president of the international Association for Cognitive Education in South Africa (IACESA), approached Dr Celia Booyse (Umalusi) to present workshops on Assessment for and as learning.

The four-hour workshops, held in February 2016 at the NWU Vaal Triangle campus and the Cape Teaching and Leadership Institute (CTLI) in Kuils River, were interactive and challenged attendees to think deeply about effective questioning, typologies and the impact of motivation and emotion on assessment. The workshops engaged attendees from higher education institutions, curriculum and assessment coordinators from provincial departments of education, subject advisors and teachers. Through this IACESA/Umalusi collaboration, the impact on teacher development has been expanded to include the involvement of teachers in practice, curriculum coordinators at provincial level and provincial departments.

The WCDE FET Senior Curriculum Planner and the Assessment Coordinator who attended the Cape Town session reported on how they had already incorporated some of the workshop content in their training sessions to guide teachers towards a nuanced understanding of assessment as learning. The positive feedback on their sessions spoke of encouraged teachers with an enhanced understanding of the positive impact that mediation could have on teaching, learning and assessment. The teachers showed particular interest in reflection, metacognition, assessment to enhance emotion and motivation, and the link between cognitive and affective domains. There appears to be a connection between the receiving, responding, valuing and organising levels of the affective

domain with the processing of information (data) and responses to questions and data.

This implies that the process of learning has to be in the minds of both learner and teacher when teaching and assessment are planned. Learners should become as aware of the “how” of their learning as they are of the “what”. This means that in teaching, learning and assessment practice, planning needs to include the way in which to approach a learning task, monitoring of comprehension, and evaluating progress towards task completion. Similarly, reflection (metacognition) is pivotal. Learners who reflect and are constantly aware appear to identify blocks to learning more easily and earlier, complete work more efficiently and perform better in assessment tasks and exams.

For teachers, the ability to reflect (metacognition) involves planning, monitoring, evaluating and revising thinking processes as well as how to plan teaching, learning and assessment effectively. Having assessment as learning in mind, and true reflection on the actual process, will enable the teacher to:

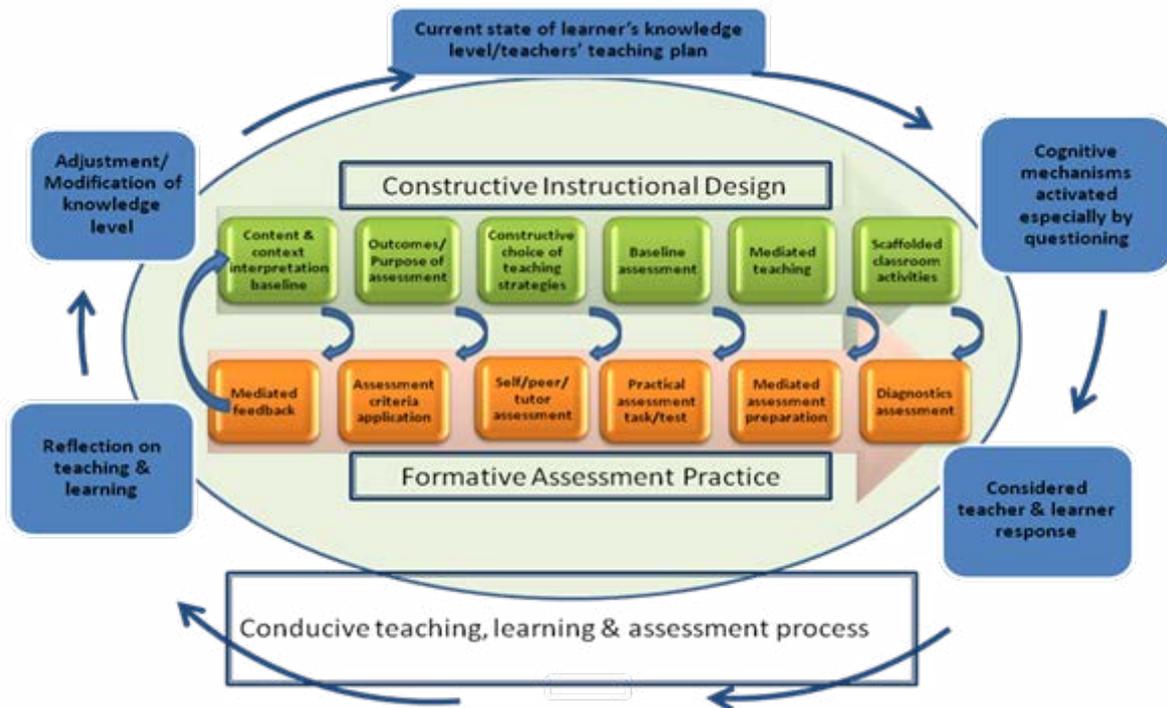
- 🧠 know what (factual or declarative knowledge)
- 🧠 know when and why (conditional or contextual knowledge)
- 🧠 know how (procedural or methodological knowledge) to teach and enable learners to learn through assessment.

A request similar to that of IACESA came from the Department of Basic Education, and on 1 April a group

of education specialists attended a full-day workshop on assessment as learning and reflecting on effective questioning.

Dr Booyse provided supporting material on how making connections between assessment and learning encouraged a holistic approach to assessment practices and had an impact on the teaching-learning process. The material also included content on the cognitive, affective and psychomotor

domains, and the mediating character of assessment. Thinking about the components of assessment as learning, and as a way to assess a learner's individual ability and needs, explicitly leads to including a set of outcomes and criteria: the use of close-to-reality contexts; ideas about individual formative feedback; and fostering the ability for self-assessment through a mediation process. This part of the discussion is summarised in the following model:



The focus of the discussions on the day also embraced:

1. The constructive planning of teaching, learning and assessment as classroom practice
2. The Feuerstein model on mediation and the role of prior knowledge
3. The purposes of assessment as learning: diagnostic, self-reflection and reflection on learning, emotion and motivation
4. Self- and peer assessment
5. The application of taxonomy as a teaching, learning and assessment tool
6. The link between the affective and cognitive domain and the emotional impact of assessment
7. The development of assessment items and alignment to cognitive demands
8. The interpretation of questions in terms of cognitive demand.

At the end of each session the attendees, in reflection on their own learning in the workshop, echoed the thoughts of Carl Rogers (1983: 18-19):

“

I want to talk about learning. But not the lifeless, sterile, futile, quickly forgotten stuff that is crammed into the mind of the poor helpless individual tied into his seat by ironclad bonds of conformity! I am talking about LEARNING – the insatiable curiosity that drives the adolescent boy to absorb everything he can see or hear or read about gasoline engines in order to improve the efficiency and speed of his “cruiser”. I am talking about the student who says, I am discovering, drawing in from the outside, and making that which is drawn in a real part of me.

”



ACCREDITATION PROCESS REVIEWED: NEW METHODS IMPLEMENTED

By Ms Cindy Thomas

The full accreditation process began with the promulgation of the Policy and Criteria for the Quality Assurance, Accreditation and Monitoring of Independent Schools and Private Assessment Bodies, on 29 October 2012. The process was finalised in 2013 and effectively began in 2014. After a year, Umalusi engaged in a process of reviewing the system. Two areas were identified for review: the turnaround time; and the cost of the accreditation process. The review process is to be implemented in three phases, with the first phase already under way, having begun in April 2016. The second (medium term) phase will continue during the next three years, with the final phase lasting more than five years.

As some proposed changes will involve adjustments to national policy, the amended policy will follow due process of promulgation for public comment before being sent to the Minister of Basic Education for approval.

Procedural changes have been made already. All new applications received, as of 1 April 2016, will follow the new accreditation process. Schools that started the process prior to 1 April 2016 but did not pay the amounts due have had their applications rejected on the system. Credit notes have been issued for the amounts previously invoiced. To get back into the process, such schools must log into their profiles, using the username and password created previously, and resubmit the letter of intent to apply for accreditation.

Other changes which have taken place since 1 April 2016 include the following:

Payment will be made per step of the accreditation process and no longer in two tranches. This means that payment for each step will be payable before the next step can take place, and no step will be executed before the amount invoiced has been paid.

All applicants must attend a compulsory quality promotion meeting prior to completing their self-evaluation report. These workshops are designed to ensure applicants are fully aware of the evidence required for the self-evaluation process; and have all information required to prepare for the site visit. Attendance at these meetings will be by invitation: only applicants who have submitted their letter of intent to apply for accreditation, and whose letter of intent has been accepted, will be invited.

If the evidence required for the self-evaluation is not satisfactorily submitted, the self-evaluation report will be returned to the applicant to rework and resubmit with the correct evidence. Only two resubmissions will be allowed. If there is no improvement, the entire submission will be rejected. The applicant will then be required to make a new application, and pay for the new application from the beginning of the process. Applicants will be liable for all costs pertaining to evaluation of each resubmission.

A site visit will take place only once the applicant has satisfactorily submitted the required evidence for the self-evaluation report and the requisite site visit fee has been paid. Applicants who request a delay of the site visit will retain the status of “unaccredited” until such time as they are found to be compliant with the self-evaluation process. Smaller teams will be sent to institutions for site verification visits.

More details, including the revised costs for the accreditation process, can be found in the “Introductory Letter” available when institutions log into their profiles on the website.

We trust that the review process will satisfactorily address the turnaround time and costs of accrediting private institutions.

THE 42ND ANNUAL CONFERENCE OF THE INTERNATIONAL ASSOCIATION FOR EDUCATIONAL ASSESSMENT



Prof Volmink declares the official start of the conference

Workshops

Pre-conference workshop I

Sunday, 21 August 2016

09:00 – 12:00

Topic: Assessment as and for learning – towards a holistic approach to teaching-learning and assessment cohesion

Facilitated by Ms Liz Burroughs and Dr Celia Booyse

Pre-conference workshop II

Sunday, 21 August 2016

13:00 – 16:00

Topic: Analysing the alignment between curriculum standards and assessments

Facilitated by Professor Norman L Webb

This workshop set the scene for demonstrating the link between teaching and learning for thinking and assessing thinking. The workshop focused, inter alia, on aspects such as cohesion between teaching-learning and assessment, and mediation and effective questioning at various cognitive levels to promote a variety of thinking processes. The workshop was successful in assisting delegates with a deeper appreciation of learning progression towards greater levels of understanding, through using feedback as a teaching tool. The focus of the engagement was on the formative monitoring of learner progress; attention to cognitive, affective and psychomotor domain considerations in the conceptualisation of formative assessment; and the place of feedback.

Ms Liz Burroughs Umalusi: Qualifications, Curriculum and Certification (QCC) Unit: Senior Manager – Qualifications, Curriculum and Certification.

Dr Celia Booyse

This workshop gave a description of an approach to analysing the alignment between curriculum standards and assessments. This approach has been used to conduct more than 100 alignment studies of curriculum standards and assessments. Participants were given a brief explanation of what is alignment between curriculum standards and assessments and the major steps in the alignment process. This included identifying standards, selecting expert reviewers, training reviewers, assigning a Depth of Knowledge (DOK) to curriculum standards, and then mapping assessment items to curriculum standards. Participants were also given the DOK definitions for reading and mathematics and were encouraged to apply these definitions to sample objectives and assessment items. The workshop concluded with an explanation of data tables that are produced by alignment analyses, decision rules for judging the degree of alignment, and how data should be interpreted.



Prof Howie's Opening Keynote Address

Post conference workshop

Friday, 26 August 2016

14:00 – 16:00

Topic: A Fairness in testing (ETS)

Facilitated by Dr Mary Pitoniak and Dr Linda Cook

Fairness is a fundamental validity issue and therefore must be considered during all steps in the testing process. Participants were taken through what is meant when a test is termed unfair and how fairness in testing has evolved in the USA. Brief descriptions of how testing standards address fairness were given. Guidelines on how fairness should be considered during test design, development and administration, as well as documentation processes, were provided. Participants were further invited to discuss how fairness concerns are reflected in assessments in their countries.

Dr Mary J Pitoniak is a Senior Strategic Advisor in the Office of the Vice- President of Research within the Research and Development division at Educational Testing Service (ETS) in Princeton, NJ, USA. In this role she is the point of contact for ETS staff needing information about ongoing research strategies and projects, and facilitates communication of that information, both within the organisation and to external audiences. Pitoniak also works on the National Assessment of Educational Progress (NAEP) and directs the activities of its technical advisory committee. Pitoniak is an internationally known expert in standard setting, having published, conducted research, and provided training in this area in the USA and worldwide. She has also done work in the area of testing accommodations for students with disabilities and English language learners, and is the lead author of ETS' Guidelines for the Assessment of English Language Learners. In addition, Pitoniak has done training and capacity-building in measurement and assessment in other countries.

Dr Linda Cook is retired from Educational Testing Service, where she worked for 32 years. While employed by ETS, she served in a number of roles including Executive Director of the Admissions and Guidance area, Vice- President of Assessment, and Director of the Center for Validity Research. Linda is a past member of the NCME Executive Board and Past President of NCME. She has also served as Vice-President of AERA Division D, Measurement and Research Methodology and was a member of the Joint Committee for the Revision of the Standards for Educational and Psychological Testing. Her primary research interests are the fairness and accessibility of assessments for examinees with disabilities and linking academic assessments. Cook has published numerous articles and several edited volumes on these topics.



Kgaugelo Sekokotla

Mandela Day – 18 July Umalusi 67 Minutes!

Nelson Mandela once said: “Our human compassion binds us the one to the other – not in pity or patronisingly, but as human beings who have learnt how to turn our common suffering into hope for the future.”

This year Umalusi again joined the Kitso Lesedi Community Development Centre to extend a hand up to the less fortunate and homeless in the inner City of Tshwane during International Mandela Day, on 18 July 2016.

The day started with Umalusi staff visiting Kitso Lesedi to donate blankets, clothing and food items. Then staff from both Umalusi and Kitso Lesedi drove to the Marabastad

feeding site to distribute food and clothing to those less fortunate than us – a truly humbling experience.

An act of benevolence towards fellow humans resides deep in all of us; the urge to cultivate our natural disposition to be kind and compassionate. Thank you, colleagues, for your generous donations and contributions. They certainly blessed someone, and in many ways – bringing a smile, rekindling hope and providing a sense of caring. Let’s take Mandela Day 2017 to greater heights.

#Umalusi_Cares

* The Kitso Lesedi Community Development Centre appeals to anyone who can assist in any form, whether through volunteering a skill or making a donation of any kind, all of which would help the centre. For further information, kindly contact the founder and CEO, Ms Maki Tselapedi, on 0794752949 or 0123230736.



Professor Sarah Howie



Dr Michael Chilala

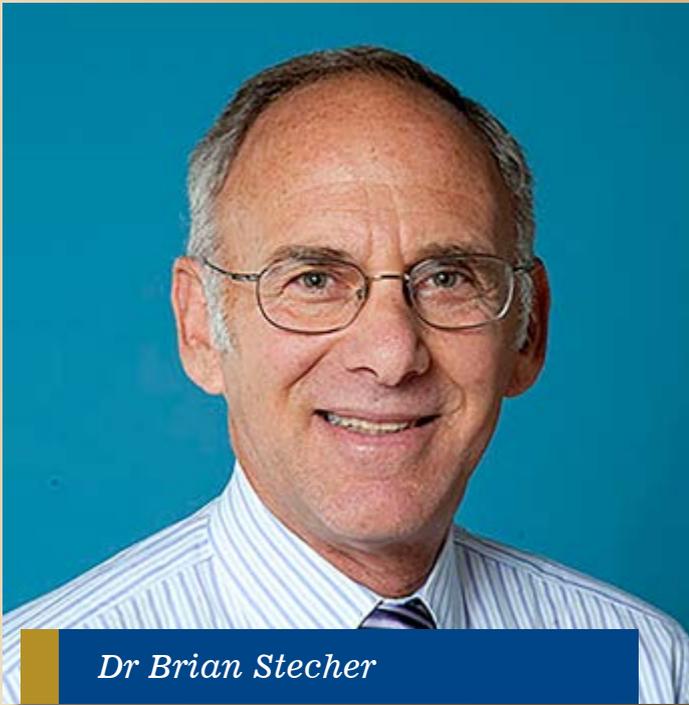
Sarah Howie is the director of the Centre for Evaluation and Assessment and a full professor in the Faculty of Education at the University of Pretoria, South Africa. Her scientific field of interest and areas of work include monitoring, evaluation and assessment, international comparative research in the fields of reading literacy, science and mathematics education and information and communication technology, and learner achievement. She is the deputy chairperson of the board of the South African Qualifications Authority, a member of the Evaluation Committee of the National Education

Collaboration Trust, and is a member of South Africa's Assessment and Standards Committee (for national examinations) at Umalusi. In 2013 and 2014, she served on the 2013 ministerial committee to investigate the standard of the National Senior Certificate. She also served on a 2006 ministerial committee that investigated learner retention.

Internationally, she serves on the IAEA's Questionnaire Development Committee for the Progress in International Reading Literacy Study (PIRLS) 2016, the OECD's Global Competency and Questionnaire Expert groups for PISA 2018, and on the TALIS 2018 Extended Expert Group for the framework development. She has led and conducted many research projects while at the university. Currently, she is the national research coordinator for PIRLS 2016 in South Africa, as she was in 2011 and 2006. She served as the national research coordinator for SITES M3 and TIMSS 1995 (Pop3) and 1999. She was also a member of the UNESCO-Brookings Institute's international Learning Metrics Task Force for Post-primary (in preparation for Education for All 2015).

Dr Michael M Chilala has had a successful career spanning more than 21 years. He has served in the areas of curriculum and assessment at school, college, professional and policy levels. His experience and expertise relates to teaching, learning, leadership and coordination of capacity-building activities for educators, educational researchers and learner assessors.

He currently leads the Examinations Council of Zambia, a monopoly organisation in the conduct of school examinations in that country. Since 2012 when he was appointed chief executive officer, the Examinations Council of Zambia has experienced tremendous transformation in its open and transparent relationship with the public, automation of processes and systems, and enhanced credibility and efficiency in the conduct of examinations. The council has also introduced a service centre and new services that border on changing the examination system from mere service into a business. He is a member of the Southern Africa Association for Educational Assessment (SAAEA) and chairperson of the SAAEA Research Forum. He is also a member of the Zambia Society for Public Administration and is chairperson of the Awards Committee of that society. He served as executive committee member from 2014–2016 and president of the Association for Educational Assessment in Africa (2014–2015). Dr Chilala received the Personality of Year Award in 2014 from the Zambia Society for Public Administration in recognition of his outstanding accomplishments and contribution to the advancement of public service excellence in Zambia.



Dr Brian Stecher



Norman L Webb Bio (April 2016)

Dr Brian Stecher is a Senior Social and Behavioural Scientist at the RAND Corporation. Dr Stecher's research focuses on measuring educational quality and evaluating education reforms, with particular emphases on assessment, accountability and teacher effectiveness. During his more than 20 years at RAND, he has directed prominent national and state evaluations of No Child Left Behind, Mathematics and Science Systemic Reforms, and Class Size Reduction. He currently directs the evaluation of the Bill and Melinda Gates Foundation's Intensive Partnership Sites for Empowering Effective Teachers, a six-year effort to implement measures of teacher and school leader effectiveness in four sites; and to use them to strategically manage district human resources. He has provided consulting and technical assistance at state and national levels, serving for more than 10 years on the Technical Design Group, which advises the California Department of Education on its accountability policies. He is also currently a member of the National Research Council's Board on Testing and Assessment, as well as the Advisory Council for the Centre for Education Statistics and Evaluation in New South Wales, Australia. Stecher has also served on expert consensus panels relating to standards, assessments and accountability for the National Academies. His recent publications include *Organizational Improvement and Accountability: Lessons for Education from Other Sectors*, and *Toward a Culture of Consequences: Performance-Based Accountability Systems for Public Services*. He has published widely in professional journals and served on many editorial boards. Before receiving his PhD, Stecher taught advanced mathematics at the elementary level in Compton, CA, Richmond, CA and Columbus OH as part of Project SEED.

Norman L Webb is a senior research scientist emeritus for the Wisconsin Center for Education Research of the University of Wisconsin-Madison. He is most active now with the non-profit organisation, the Wisconsin Center for Education Products and Services. WCEPS (y-sceps) commercialises and disseminates educational products and services for university innovators. In 2010 and 2011, he served as a programme officer for the National Science Foundation (NSF). His current principle area of research is evaluation, assessment and alignment. He served as the principal investigator for a number of projects on evaluations of curriculum and professional development. His academic training was in mathematics and mathematics education. He has conducted studies of the alignment between curriculum standards and assessment for more than half of the states. In conducting alignment studies, he has used his Depth of Knowledge (DOK) system.



THE DEPUTY MINISTER OF BASIC EDUCATION – Mr Enver Surty

The Honourable Deputy Minister of Basic Education, Mr Enver Surty, graced the IAEA conference with his presence at the Gala Dinner held on Thursday, 25 August. As usual, the Deputy Minister gave a very powerful speech on the strategic trajectory of education in South Africa.

Among other issues, the Deputy Minister stated that he was aware that Umalusi has successfully negotiated with the Editorial Boards of two accredited South African journals to dedicate special issues to the publication of the best of the research-based papers presented at the 42nd IAEA Conference, "... which will sustain and deepen the scholarly dialogue on aligning the curriculum, pedagogy and assessment. I keenly look forward to reading your contributions in such publications."

Further, the Deputy Minister made the following comment, "I sincerely believe that conferences such as this one give us an opportunity to continue the discussion and debate about the critical issues around educational standards

that we all face. I also believe that the diversity of our delegates will add value to our discussions, enabling us to share knowledge and international good practice in an open dialogue, while at the same time sustaining the uniqueness of various countries"

In conclusion, the Deputy Minister encouraged all delegates to start new conversations and new networks of practice beyond the 5 day conference in order to harness the collective wisdom of all delegates attending the conference.

By Lucky Ditaunyane



NEW ADDITIONS TO UMALUSI 'S FAMILY



Mr Alfred Kgaka *Assistant Manager - QAA Schools*



Mr Andy Thulo *Manager Monitoring & Evaluation QAA unit*



Mr Christian Geel *Assistant Manager - QAA Schools*



Ms Shannon Doolings *Assistant Manager Curriculum QCC unit*



Mr Tello Motloi *Senior Certification Officer QCC unit*



Ms Hlezi Molefi *Verification Officer QCC unit*



Ms Nomawazi Shabalala *Assistant Manager - QAA Schools*



Ms Samkeleswe Xulu *Admin Assistant - QCC unit*



Mr Thabo Ncapod *Manager Council Secretariat GOCEO Unit*



Ms Sinikiwe Sibanyoni *Assistant Manager QAA-M&E*



Ms Rene Diergaardt *Verification Officer: QCC*



Dr Nkoloyakhe Mpanza *Manager - QAA AET*



Conference Gallery



Delegates at the Reception Cocktail



IAEA Execs enjoying themselves at the Gala Dinner



The Deputy Minister, Mr Enver Surty giving a keynote speech at the Gala Dinner



Dr Mafu Rakometsi (Umalusi CEO) and Prof John Volmink (Chairperson of Umalusi Council)



Prof John Volmink Speaking at Gala Dinner



Conference Gallery



Umalusi Local Organising Committee



Dr Rakometsi handing out gift to Dr Brian Stecher



Delegates from Nigeria, Cameroon and Netherlands



Delegates having fun



Some High Quality Entertainment

Free Hotline Number

Umalusi has subscribed to a service that will Enable all stakeholders to report anonymously on incidents of fraud and corruption.

Anyone can contact the Umalusi Fraud and Ethics Line by dialing and using the dedicated Free Call telephone number, email and website.

Trained operators using sophisticated contact centre equipment will respond to call in English 24/7, and Afrikaans, Zulu, Sotho or Xhosa between 7:00 and 21:00hrs 365 days a year.

Umalusi FreeCall: 0800 000 889

FreeFax: 0800 00 77 88

FreePost: KZN 138 Umhlanga Rocks, 4320

Email: umalusi@tip-offs.com

Website: www.tip-offs.com

Social Media:

 www.facebook.com/UmalusiSA

 [@UmalusiSA](https://twitter.com/UmalusiSA)

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

Umalusi House, 37 General Van Ryneveld Street, Persekor Technopark, Pretoria
PO Box 151 Persekor Technopark Pretoria 0020

Tel: + 27 12 349 - 1510 | Fax: +27 12 349 1511 | www.umalusi.org.za