



Conceptualising outcomes for schooling in the General & Further Education & Training Sub-framework

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Qualification



Curriculum

Assessment

Qualification Outcomes



- Rationale – societal, economic needs
- Outcomes - the achievements considered in terms of the student's learning needs
- Purpose - the qualification must look both ways

Curriculum in Basic Education (Gr R – 12)

Shaping outcomes must consider:



- Holistic development of the child/adolescent
- Look to qualification outcomes
- Theory of childhood development
- Theory of how learning (and teaching) takes place
- Language in which learning happens
- Demands of the discipline

Assessment – why ?

- ≠ Examinations
- Part of development
- Guidance and support
- Exploration tasks
- Self- and peer evaluation
- Able to judge for oneself
- Regulation
- Information for others/
system

For assessment of the whole person, outcomes in these areas:

- Spiritual/universal belonging
- Creative
- Intelligence
- **Identity**
- Emotional
- Social
- Physical

Assessment - how not?

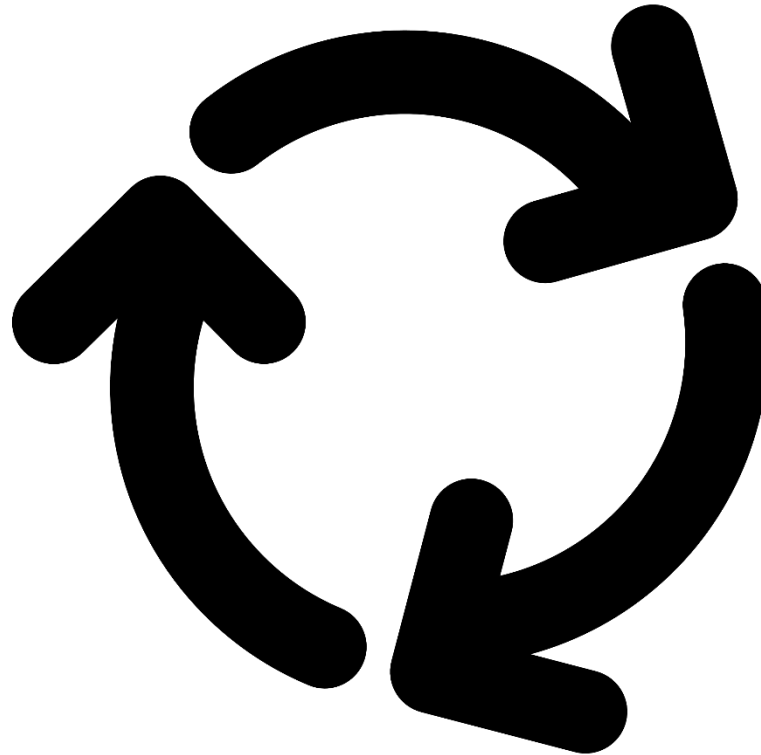
- Prioritise tests and exams
- Assess primarily 'lower order' thinking skills throughout – recall, understanding
- Ignore language impact
- Confuse thinking skills with levels of difficulty
- Focus on content
- Assess end result and neglect process
- Use marks alone to suggest who is 'the best'

Assessment - how?

- Intrinsic to *learning* process, ongoing
- Spur to curiosity – Zone of Proximal Development (ZPD)
- Language – context- embedded
 - but cognitively demanding
- Full range of thinking skills from the start
- Brief with outcomes
- Expect students to persevere, solve problems, achieve
- Consciously linked to the qualification outcomes – full person in mind
- Classroom activities, projects – portfolios of evidence

Importance of outcomes

- *Learning* to be achieved /list of content/skills to be taught
- Agents, not objects in the learning process
- Provide direction but allow for a range of responses
- Qualification level: expressed at high level of generality
- Curriculum level: outcomes merge qualification demands with the demands of the discipline
- Assessment level: outcomes guide learning towards both levels of outcome in an integrated fashion; help learners to grasp what is required of them and extend themselves



Thank you