



KI TE AO MARAMA - CHARTING OUR FUTURE.

KEYNOTE ADDRESSES



Prof Harry Torrance

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Harry Torrance is Professor of Education and Director of the Education and Social Research Institute, Manchester Metropolitan University, UK. He gained his PhD from the Centre for Applied Research in Education, University of East Anglia, where he studied with Barry MacDonald, Jean Rudduck and Lawrence Stenhouse. He was Research Fellow at the University of Southampton, working with Roger Murphy (1982-89) and Lecturer, Reader and Professor at the University of Sussex (1989-2003) prior to moving to MMU in 2003. His research interests include: the inter-relation of assessment, teaching and learning; testing and educational standards; the role of assessment in educational reform and policy development; qualitative research methodology; the development of applied research and the relationship between research and policy; research governance and research management. He has undertaken many research projects investigating these topics funded by a wide range of sponsors. He is an elected Academician of the UK Academy of Social Sciences.



Topic *Using assessment to drive school reform: An idea whose time has gone?*

Abstract Internationally, over the last 20 years or so, developments in educational assessment have involved moves towards integrating criterion-referenced assessment with standards-based curriculum programmes, often manifested in policy developments involving large scale, high stakes testing programmes. Educational arguments about the need to provide students with good quality formative feedback, and informative reports about what they have achieved, have been absorbed into policy debates about driving up educational standards through establishing expected levels of outcomes and measuring whether or not they have been achieved. The chimera of a perfectly integrated and functioning curriculum and assessment system has been pursued. The National Curriculum and Testing system in England has been an exemplar case; however as national results have improved, much evidence suggest that, if anything, the actual standards achieved are falling, and grade inflation is starting to undermine public confidence in the whole system in England. The paper will explore the tensions and complexities of using assessment to drive school reform and argue that a focus on quality necessarily involves a move to both a more local, but also a more networked, and less directly controlled, model of curriculum development and learning.

Prof Maggie MacLure

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Maggie MacLure (MA, DPhil) is Professor of Education. She joined MMU from the Centre for Applied Research in Education (CARE) at the University of East Anglia, where she was Professor of Education and Chair of Research.

She started her career as a researcher on the influential Bristol Language Development Project, and later moved to the National Foundation for Educational Research, where she helped to develop the national framework for the assessment of 'oracy', for the Assessment of Performance Unit. She has continued to carry out research on language and discourse, and is also interested in the development of theory and methodology in applied social research. She is a member (from September 2006) of the Executive Council of the British Educational Research Association.



Her book, *Discourse in Educational and Social Research*, won the 2004 Critics' Choice Award from the American Educational Studies Association.

Topic Qualitative inquiry: Where are the ruins?

Abstract What has been going on in qualitative research? I suggest that it has been harder than we hoped to avoid interpretive mastery and the imperialism of ethnography, despite commitments to poststructural/feminist practices of 'ruin' or 'troubling'. We have wanted new forms of relationality and responsibility to others, but our research encounters are still regulated by a liberal-humanist ethic that produces only knowledge that everyone can tolerate. More than two decades after the 'crisis of representation', we often still write simple, as if language opened transparently onto the world. Our ruins have proved uncomfortably solid - their cracks and breaches only decorative, still housing all the stuff that we hoped to leave behind. Colonial guilt, positivism, Enlightenment rationality.

I find some possible new openings with the return of empiricism across a range of disciplines. This is empiricism with a twist, concerned with materiality, embodied knowledge, visceral perception, pre-conscious affect, non-conscious action and non-human agency in the constitution of subjectivity, reality, science and the social.

HERBISON LECTURE

Prof Stuart McNaughton
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