



Provocation 1: Towards More Radical Assessment Systems

Article Summary

In Provocation 1, DeLuca proposes that the COVID-19 pandemic has provided the opportunity to pause and experience deep reflexivity to reimagine a fundamental new future for education. He suggests that in this re-imagining, the focus should turn to well-being, connections and understanding of self. DeLuca notes the imperative of socially orientated curriculum and assessment in which students work collaboratively, responding to challenge and building compassion. He asks, “How can assessment support a curriculum of care?”. His call is to empower teachers to imagine new assessment possibilities by radically rethinking assessment theories and practices. He suggests education systems need to provide opportunities for teachers’ professional learning that will equip them with the capacity to experiment and think radically to innovate assessment and to respond to the social consequences of assessments that consider students’ well-being.

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