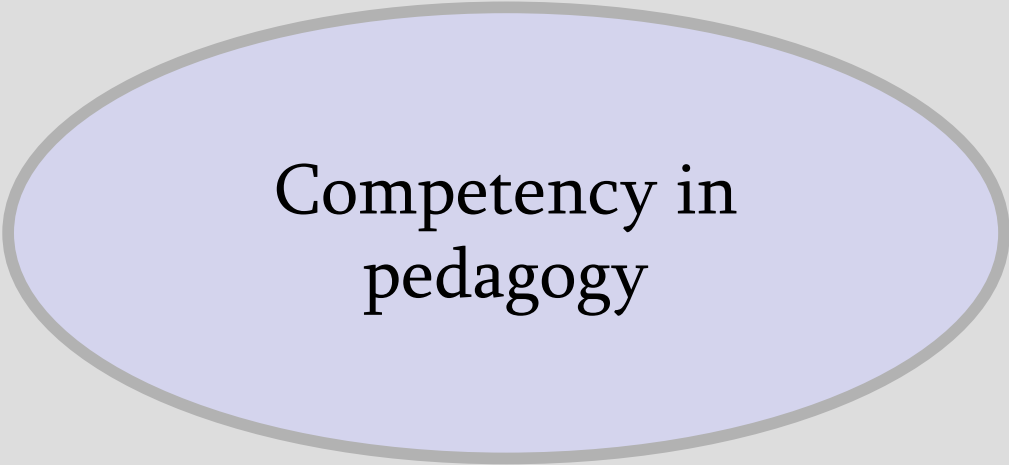


An overview from different perspectives:
Culturally competent assessment
in a multi-cultural environment

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Competency in
pedagogy

Education

Competencies

Culture

Cultural competencies





Culturally competent assessment

Important implications of New Zealand cultural context

- › Treaty of Waitangi
- › Globalization
- › Privatization of education
- › Private Training Establishments (PTEs)
- › Multi-ethnic representation

Aim

Exploring
the concept of
'culturally competent assessment'

Specific Objectives

Academic
Practitioners
(Teachers)

Academic
participants
(Students)

Culturally
competent
assessment

Documents:
National & Institutional

Research Design: Qualitative

Sample for primary data	Sample for secondary data	Participants (52)	Sampling
<p>APR(Teachers) & AP (Students) of two Private Training Establishments (PTEs) in Auckland comprising of three disciplines of studies: Early Childhood Education, Business and English</p>	<p>1. National Document: Tertiary Education Strategy 2007-2012</p> <p>2. Institutional document: Quality Management System, May 2008</p>	<p>Academic Practitioners (APR) : 14</p> <p>Academic Participants (AP): 38</p>	<ul style="list-style-type: none"> • Purposive sampling for selecting PTEs • Stratified sampling for selecting research participants from those PTEs • Purposive sampling for selecting documents

Characteristics of primary data sample

Teachers

(By birth citizens or long-term residents in NZ : 5 to 55+ Years)

- New Zealand
- Australia
- UK
- India
- Vietnam
- Sri Lanka

Students

(Short-term settlers in NZ: 1 month to 2 years,
Planned for a long term stay: 68.4%)

- China
- South Korea
- Taiwan
- Japan

Study tools

- FGD (Focused Group Discussion) framework for APR / teachers
- FGD (Focused Group Discussion) framework for AP / students
- Open-ended questionnaire for the APR/teachers
- Semi-structured supplementary questionnaire for the APR / teachers
- Structured questionnaire for the AP / students
- Checklist for national document
- Checklist for institutional document

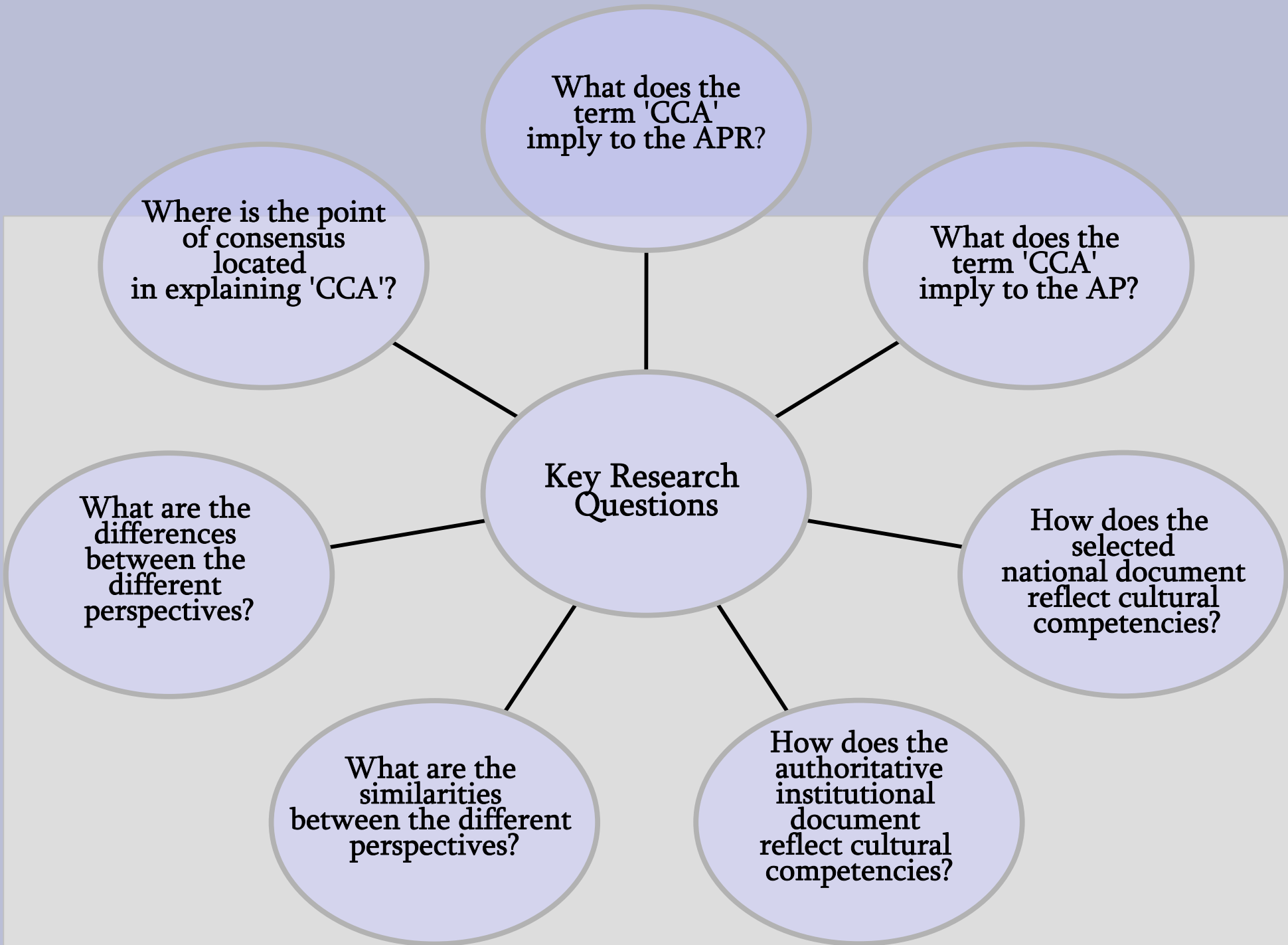
Research Questions(based on aim & specific objective)

The primary research question:

*“What are the dimensions
to explain 'culturally competent assessment'
in a multi-cultural environment?”*

Warm-up questions

*Concept of culture and
cultural symbolism*



Research Findings

Answer to the primary research question:

The dimensions to explain 'Culturally Competent Assessment' in a multi-cultural environment:

Fairness:

Inclusion:

Diversity:

Multi-cultural reflection:

Global suitability:

Comparability:

Standard efficiency:

Specific emphasis (Maori and Pacific):

Research Findings (Contd.)

Findings on warm-up questions:

Concept of culture: *Mostly 'way of life'*

Cultural symbolism:

-From host culture

-From NZ culture

-From world culture

[List of 27 symbols]

Answers to the key research questions

Culturally Competent Assessment to the teachers:

Fair, Inclusive, Diversified, Global, Standard, Multi-cultural & Specifically emphasized

Culturally Competent Assessment to the students:

Fair, Inclusive, Diversified, Global, Standard, Multi-cultural, Specifically emphasized & Comparative

Competencies in Tertiary Education Strategy '07-12:

Fair, Inclusive, Diversified, Global, Standard, Multi-cultural & Specifically emphasized

Competencies in Quality Management System:

Fair, standard & Specifically emphasized

Answers to the key research questions (contd.):

Similarities:

- All three perspectives similar
- Fairness, standard efficiency & specific emphasis were the common dimensions

Differences:

- *Comparability: Mentioned by students, neither by teachers nor in documents
 - *How it should be & how it is?:
 - .Only difference- Specific emphasis (Except Early Childhood)
 - * Why Inclusion? :
 - .Different reasons; only common reason is to make subject matters easier
 - * Difficulty in applying group work/ pair work/ presentation as assessment tool:
 - Difficult (Teachers except Early Childhood)
 - Not difficult (Students)

Answers to the key research questions (contd.):

Point of consensus:

- * Respectful multi-cultural inclusion
- * Standard efficiency

Other finding:

Academic Participants/ Students:

Teachers from different ethnic groups are helpful to have culturally competent assessment practices.

Recommendations:

- ❖ Multi-cultural inclusion in the PTEs
- ❖ Primary focus: Standard efficiency
- ❖ Reviewing the institutional policy documents
- ❖ Recent textbooks for the programmes
- ❖ Emphasis on Maori culture in practice
- ❖ Consideration for central policy of assessment practices
- ❖ Further studies

Conclusion

Fairness

Standard efficiency

Specific emphasis

Inclusiveness

Contextualisation
&
utilization of soft
components
of curriculum

Multi-cultural
reflection

Diversified

Comparability

Global suitability

References:

Please see the paper for detailed references. References used to define, analyse or interpret the followings:

- ✓ Competency in pedagogy
- ✓ Inter-relation between education, culture and competencies
- ✓ Cultural competencies and subject-specific research
- ✓ Use of 'culturally competent assessment'
- ✓ Treaty of Waitangi
- ✓ Effect of globalisation
- ✓ Statistics of multi-ethnic population in Auckland
- ✓ Research method
- ✓ Organisational documents

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Thank You!