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)

Culturally competent assessment

Academic participants (Students)

Documents: National & Institutional
### Research Design: Qualitative

<table>
<thead>
<tr>
<th>Sample for primary data</th>
<th>Sample for secondary data</th>
<th>Participants (52)</th>
<th>Sampling</th>
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</table>
Academic Participants (AP): 38 | • 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
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
Key Research Questions

Where is the point of consensus located in explaining 'CCA'?

What are the differences between the different perspectives?

What are the similarities between the different perspectives?

What does the term 'CCA' imply to the AP?

What does the term 'CCA' imply to the APR?

How does the authoritative institutional document reflect cultural competencies?

How does the selected national document reflect cultural competencies?
Answer to the primary research question:

The dimensions to explain 'Culturally Competent Assessment in a multicultural environment:

Fairness: Inclusion:
Diversity: Multi-cultural reflection:
Global suitability: Comparability:
Standard efficiency: Specific emphasis (Maori and Pacific):
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)
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
- Multi-cultural reflection
- Diversified
- Comparability
- Global suitability

Contextualisation & utilization of soft components of curriculum
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!