

## AUDIO COMPANION GUIDE

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*Measuring Human Return: Understand and Assess What Really Matters for Deeper Learning*  
(Joanne McEachen and Matthew Kane, 2018)

## Chapter 1 – From Surface to Deep

**Do you believe that you are able to enable every student to be successful by shifting the way you assess and measure their knowledge, skills, and understanding?**

*“The global aim of humanity is to live in ways that are meaningful and fulfilling” (MHR, pg. 3).*

The Learner First™ has created a dynamic road map to gather evidence to use to work towards clarity around the causes of underachievement. Deeply understanding what works, for whom, and why is the core focus for professional learning opportunities for teachers. “Measure” and “develop” are factors in a synergistic relationship—they enable teachers to work with learners, parents, and communities to rethink the needs of students in a complex, changing world. The core deeper learning outcomes of Self-Understanding, Knowledge, Competency and Connection drive the development of skills to contribute purposefully to the lives of others in a meaningful and fulfilling way.

In a world which is no longer binary, the concept of what success means has shifted into an understanding that broader outcomes are valued by society at large. Traditional metrics don’t measure the whole child and so are less equitable in terms of catering for the diversity of children in our schools.

Refocusing and re-centering in order to determine, with precision, the needs of all students, following a thorough identification of assessment and capability gaps, enables them to learn, create, act, and succeed.

Collaborative change through authentic formative inquiry focusing on the work that matters is key to the moral purpose underpinning identifying, assessing, measuring, and then developing the right work at the right time for the right students. They engage with the learning and they engage with others, finding out who they are, what they know, what they can do, and what they can connect with and contribute back to others. Intrinsic motivation is activated.

Authentic intentional practice is focused on assessing and measuring the breadth of available evidence. This is then synthesized to fully inform understanding and then practice.

*“Assessment provides those individual points of evidence that combine to inform the measurement process” (MHR, pg. 2).*

Strength and diversity of assessments is key. Comprehensiveness enables an authentic reflection of an individual. Deep learning begins with a shift in thinking, particularly in terms of biases and assumptions—some deeply held beliefs can create barriers to this work as teacher values and attitudes need to be examined and informed in order to change expectations and teaching and learning practices. The Culture Iceberg exposes the levels of alignment in an organization which must be acknowledged and challenged in order to gain traction for this work.

Seven Assumption Shatterers begin the journey. The Change Team can explore the “pulse” of the staff cohort by unpacking these at staff meetings.

1. Learners aren’t failing in the system, the system is failing learners
2. The only acceptable mindset is 100% success
3. Equal treatment leads to inequitable outcomes
4. Focusing on the least-served learners creates shifts that benefit everyone
5. Systems can measure what matters for their learners
6. Students are partners in instructional practice
7. The journey to system wide deeper learning is collaborative

A shift in mindset can support teachers to:

- Improve the outcomes of a struggling learner by recognizing a failure to meet his needs,
- Collaborate with learning partners around the outcomes that matter,
- Get to know the learner as an individual and personalize the learning around his interests and needs, and
- Build a classroom community rooted in newfound understanding of what it takes to change learners’ outcomes.