

Allocating students in the context of teachers' annual report meetings in secondary education

Period: September 2016- December 2021

Funded by: Ons Middelbaar Onderwijs

Researchers:

PhD-candidate Janneke Sleenhof

Promotor: prof. dr. Douwe Beijaard

Co-promotors: Dr. Marieke Thurlings, Dr. Maaïke Koopman

Abstract:

In annual allocation meetings, teachers decide whether their students have acquired the necessary competencies and knowledge to pass to a next year. Making objective allocation decisions in the context of these meetings is a complex, interpretative process. Our research focuses on enhancing the objectivity of allocation decisions. We describe what happens during these meetings and how and to what extent current allocation meetings meet criteria for objective decision-making. In line with assessment literature, we used the criteria fairness, transparency, and acceptability to develop a framework with implications for practice, focusing on structure and interaction. Four elements that emerged from the data appear to be essential for a good allocation practice and objective decision-making, namely: a clear course of the student discussion through a logical sequence of steps, a well-substantiated proposal, weighing of argumentation and evidence, and considering consequences of the possible decision(s). For the final study of our research project, these elements will be translated to a Professional development Program for teachers. The results of our research may help teachers to collectively create a complete and clear picture of each student and make more objective allocation decisions in practice.