**[Catharine Hydon]:** Danielle, do you wanna take us into some of the tools that have been developed? 'Cause one of the things that people will notice when they investigate these two documents is that there are some tools in here and some ideas around that. So, maybe, Danielle, you can share a little bit about what you've discovered.

**[Danielle Anzai]:** Yes. So, my main job was researching the tools. It's also a nice segue from what Jen has just said, very much so, because the tools are a great way to find a framework and a language around where your identity, your self sits and how you interact with the children. So, it kind of gives you the vocabulary for it, it gives you the structure and framework for it.

So, it's really helpful because without some sort of framework, it's such a conceptual sort of fog...

**[Catharine Hydon]:** Yes it is. You know, it really is.

**[Danielle Anzai]:** So, um...so I've got, um... As we mentioned before, unlike the...the difficulty of this particular review was that there wasn't a lot of research done on it and there weren't a lot of tools, and many of the tools we found, actually, were specific clinical tools for psychologists, which I'm sure nobody will be surprised about. So, the ones available to educational professionals were even fewer. We did manage to get, at the end, the best of what we could. So, if I could just ask, I think, um...the slide to be brought up now, I've just got the matrix to show you what...

**[Catharine Hydon]:** And, again, people can go and have a look in their documents. Once they download them, they can have a look at the documents and see what this might look like.

**[Danielle Anzai]:** Exactly. So, we found, um...This hasn't come up very clearly on my screen. But we did find, um...that we were able to find four tools in the...I think it was... Yep. We found two sets of tools. We broke them into two areas, one focusing on personal identity and the other focusing on the...which is the first slide that you're seeing now. And we then broke them down into age ranges and the different concepts. So, there was no one tool that perfectly fitted the model that we came up with. There was tools that lent themselves better to certain aspects. And if we go to the second slide, you'll see that, um...the last four are about social identity, both inward and outward. The last one, strange situation, is the one I mentioned before that's available to children under one year old. So, I work as a test developer, so as I was looking at these tools, to be honest, some of them didn't, um...They were good, but they weren't fantastic. But what I would say is that what educators will really get out of looking at both the review of the tools and, if you like, some of the tools themselves is that you'll see what it is that is valued in these types of assessment tools. So, what I mean by that is, as a test developer, when I go to make an assessment tool, I have to do the research. The research is done in the field, um...in the field with educators and so forth. And then they make the research, I read the research, I make the tool, the tool gets used in the classroom, and it's this continual loop.

**[Catharine Hydon]:** Yeah.

**[Danielle Anzai]:** Which is fantastic. So, what educators can...we...You don't necessarily have to administer these tools to get a lot out of them. By looking at reading the review and maybe looking at some of the tools, you can see what aspects...how these tools are being used and the aspects being measured, and it certainly would definitely inform professionals in their use of observational logs and any sort of classroom-based assessment where you feel like you need some kind of framework to work within.

**[Catharine Hydon]:** It's a very important question, I think, Danielle, because lots of people out here are constantly asking questions. In fact, I had three conversations today about this very thing. How do we know what we're trying to track and how do we know how we capture that information?

**[Danielle Anzai]:** Yes, yes, yes.

**[Catharine Hydon]:** So, it's really important, I think, for our participants out here and as people engage with these is not to say that there is any one tool that's in here in this publication, and, indeed, the suite of other publications, that is the gold-standard tool.

**[Danielle Anzai]:** No.

**[Catharine Hydon]:** It's a way of engaging with those tools. And you've, thank you very much, done lots of the heavy lifting for us in terms of looking at some of those and analysing them and seeing how they connect to some of that big thinking. So, thank you very much for that. It's very helpful.

**[Danielle Anzai]:** I think also maybe, um... I know everyone's not endorsing or making a comment at all, but I guess a good example is the NAPLAN test...is that parents and anyone involved in that child's life and educators can look at, what are they testing in NAPLAN? What things are considered important in literacy and numeracy? And so, by looking at these tests, you're doing the same. How are people measuring identity? What are they saying that's an important aspect? What terminology and language are they using? And then once you see... I've been involved in making, um...a test recently about empathy. And once we had the framework and the vocabulary for it, you really almost didn't need to run the test because, as an educator, "Oh, I know now what needs to be measured. "I can see what I'm supposed to be looking for." So, you don't necessarily always need to have a standardised test with a scoring system to track development...

**[Catharine Hydon]:** This will make everybody happy. I think there's a whole lot of people who are just breathing a giant sigh of relief when you just said that, because I think there is some nervousness, and maybe, Jen, you can respond to this, is that sometimes a little bit of nervousness trying to say, are we trying to measure the things that are unmeasurable? You know, what are we trying to do here? And I know that some people have said here, knowing identity goes forever... And you're absolutely right, we're still talking about it when we're an adult. But it's an interesting question. I'm so glad you said that. So, Jen, do you wanna add to that?

**[Jen Mitchell]:** This is the fun of working with Danielle, with her brilliant knowledge of test science and learning sciences, because you do actually get those nuggets. And the nuggets, as Danielle said, are the things to look out for. And that can just be a different set of words, a different way to describe what you're seeing, a way of tuning in that you might not have had before. It doesn't mean that you take a child and you administer a test. So, the one I love the name of it, Danielle, the strange situation one, now, that's where a group of researchers - and you can question what went on here, if you like - but they put a child in a strange situation with a stranger and they watched how that child reacted to the strange person. And, you know, they're researchers, so they're taking lots of notes and they've probably got a scoresheet, saying the child's a bit upset. Now, you're not gonna be doing that in your practice.

**[Catharine Hydon]:** No, they're not.

**[Jen Mitchell]:** But what it can help you tune in to is, OK, if I wanna know about a strong sense of identity, and maybe the child isn't speaking yet, I can watch how that child reacts when they're with someone that they don't know, and I can draw some... So, you know, it's just knowing what some of those signals might be that you can use, no matter what assessment method you use. A lot of people use learning stories. This kind of language is really great for getting a bit more precision and intentionality in your learning stories because you're really looking for a specific something and then you're able to talk about how it might be different day by day, and you're going on that cycle of assessment.

**[Catharine Hydon]:** Yeah, and I think this is where these materials from the VCAA really help to refine people's thinking. They'd help to get us closer to a shared understanding about what we mean by what we say. You know, we use big terms like "identity". It's great to have a robust conversation around what it means, and then start to think about what the context looks like in your own setting.

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