

AFTERWORD

As I mentioned in the “In Memoriam” at the front of this book, I have been influenced by my student, colleague, and valued friend, Melanie Greenan, who passed in August 2017—far too soon. Here are some of our collective thoughts, in our last discussion, to bring this book to closure.

When students are able to control three key assessment strategies: (1) deconstructing Learning Intentions and co-constructing Success Criteria, (2) using Descriptive Feedback through peer- and self-assessment, and (3) integrating the process of metacognition, they become owners of their own learning.

We call that state *Transformative Assessment*: when students become owners of their own learning. As students become independent learners, educators’ time availability increases so they can provide more quality Descriptive Feedback and individual coaching. It is then that teachers and leaders can engage in self-generative change, where they are inspired through their awe of student thinking and learning to engage in new learning themselves (Franke et al., 2001).

We must transform teacher thinking in order to transform teacher practices. We need classroom practices that enable students to be creative, critical, empowered thinkers. As one Grade 6 boy verbalized, “I can think for myself; I don’t need my teacher to think for me.” Teachers need to hear that voice, be open to listen, and value student thinking to ensure that real change in practice happens.

As a result of implementing *Transformative Assessment* and student-led inquiry, we are reculturing our classrooms into spaces for critical democratic engagement. Students are involved in dialogue, debate, innovation, knowledge building, and knowledge mobilization connected to social and global issues that affect us all.

As global citizens, students who are leading inquiries are sharing their thinking across the world through the use of technology. Collaboratively, they take local action to implement solutions to global issues. Students are becoming engaged with curriculum in ways that are locally relevant

and culturally appropriate through their empowerment. They use their voices, make good choices, and experience metacognition. Students are engaged in and empowered by *what matters MOST!*

—**Melanie Greenan**, student, colleague, and valued friend
Personal communication, 2017