

THE IMPACT OF DYNAMIC ASSESSMENT ON EDUCATIONAL SERVICES IN THE UNITED KINGDOM

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Abstract: This paper discusses the training and use of Dynamic Assessment by educational psychologists in the United Kingdom in recent years. Models of dynamic assessment which are being taught and their impact on educational services are discussed in relation to current educational psychology practises. Educational psychologists in the UK operate in a context of inclusive educational legislation and awareness of the need for culture fair assessment procedures in an increasingly multi ethnic society. With the growth of trans-European inclusion practises and European wide agreements on training, qualifications and applications of educational psychological services, models of training in Dynamic Assessment in the UK, may be relevant to other European countries, particularly those who, like the UK, have a national curriculum framework for setting standards in educational achievements during the school years. Future directions in which training and use of Dynamic Assessment might develop, are proposed as part of a wider use of cognitive education .