

**Kei Tua o te Pae  
Assessment for Learning:  
Early Childhood Exemplars**

**An Introduction to Kei Tua o te Pae  
He Whakamōhiotanga ki Kei Tua o te Pae**

E Tipu e Rea	2
Introduction – He kupu whakataki	2
What are the early childhood exemplars? – He aha ngā tauaromahi kōhungahunga?	3
The annotations to the exemplars – Ngā tuhinga mō ngā tauaromahi	4
Kei tua o te pae – Beyond the horizon	5
<i>Continuity</i>	5
<i>Engaging the body, mind, and spirit</i>	5
<i>Reciprocal relationships</i>	5
Assessment for learning – Te aromatawai mō te akoranga	6
<i>Noticing, recognising, and responding</i>	6
<i>Having clear goals</i>	9
<i>Documenting assessment</i>	11
<i>Everyday contexts</i>	12
<i>Protecting and enhancing the motivation to learn</i>	13
<i>Acknowledging uncertainty</i>	14
<i>Listening to children</i>	15
<i>Collective assessments</i>	16
<i>Keeping a view of learning as complex</i>	18
Reflective questions – He pātai hei whakaaro iho	20
References – Ngā āpitihanga	20

## E Tipu e Rea nā Hirini Melbourne

translation by Mere Skerrett-White

Moe mai rā e te hua  
I tō moenga pai  
Kaua rā e tahuri  
Taupoki ki roto i tō papanarua  
Kia mahana ai

Ka tō te marama e tiaho nei  
Ka hī ake ko te rā  
Kei tua o te pae

Tipu kē ake koe  
Me he horoeka  
Torotika ki te rā  
Whāia te māramatanga  
O te hinengaro  
O te wairua

Kia puāwai koe ki te ao  
Ka kitea ō painga

Sleep my loved one  
in your comfortable bed.  
Don't be restless.  
Snuggle up safe and sound in your  
duvet so that you are warm.

When the translucent rays  
of the moon disappear,  
a new day dawns with the rising  
of the sun beyond the horizon.

So too does the cycle of life continue.  
Grow up strong and gracious,  
just like the proud horoeka tree,  
confident and free.  
Seek out the secrets of the  
hidden well-spring of your mind  
and know the sounds and  
dreams of your spirit.

So you shall blossom into the world,  
and the world in turn is transformed.

### Introduction

*An Introduction to Kei Tua o te Pae* is the first in a series of books of exemplars developed to consider and inform assessment practice in early childhood education. Each book is briefly described on the contents page at the front of the folder. This book introduces the series and explains the thinking and philosophy behind the project. It discusses what assessment for learning entails.

The framework for the development of the exemplars emerged from the philosophy of *Te Whāriki*. The four principles of *Te Whāriki* are also the principles for assessment, and they provided the framework for *Kei Tua o te Pae*.

The five strands of *Te Whāriki*: Well-being – Mana Atua, Belonging – Mana Whenua, Contribution – Mana Tangata, Communication – Mana Reo, and Exploration – Mana Aotūroa, are woven into the exemplars.

The focus throughout *Kei Tua o te Pae* is on assessment as a powerful force for learning, not on a particular format or method for assessment. Everyday assessments from a range of early childhood settings have been selected as exemplars because they illustrate important assessment issues. They are not “exemplary” in the sense of excellent or perfect. Only the audience for whom they were recorded (the learning community) could make a judgment about that.

The books are designed as a professional development resource to enable learning communities to discuss assessment issues in general, both in terms of *Te Whāriki* and in terms of their own specific settings. They introduce principles that will help learning communities develop their own assessments of children's learning.

### He kupu whakataki

## What are the early childhood exemplars?

## He aha ngā tauaromahi kōhungahunga?

The following definition of exemplars was developed by advisers and co-ordinators during the exemplar project:

Exemplars are **examples of assessments that make visible learning that is valued** so that the **learning community** (children, families, whānau, teachers, and others) can foster **ongoing and diverse learning pathways**.

This definition has a number of aspects.

**Exemplars are examples of assessments.** The exemplars in this resource have been sent to the project or collected by co-ordinators from early childhood settings. All the exemplars are authentic. Excerpts from children's portfolios have been chosen to say something about assessment and about how assessments and pedagogy can build from one episode of learning to another. However, they do not attempt to illustrate *all* the learning of any individual child or *all* the opportunities to learn in any particular setting. The portfolios themselves are much more likely to say something about the whole child and her or his extended experience of learning in an early childhood setting.

**Exemplars make visible learning that is valued.** The exemplars illustrate the diversity of learning from a wide range of settings within the framework set out in *Te Whāriki*, pages 44–91. Not all of the indicative learning outcomes in *Te Whāriki* are represented in the exemplars.

The exemplars indicate that there is a **learning community** that is involved in both curriculum and assessment. The learning community includes children, families, whānau, teachers, and others.

The exemplars illustrate how assessment can assist the learning community to develop **ongoing and diverse learning pathways**. Assessment sits inside the curriculum, and assessments do not merely describe learning, they also construct and foster it.

The annotations in the exemplars reflect all of these aspects.



## The annotations to the exemplars

## Ngā tuhinga mō ngā tauaromahi

The exemplars are followed by annotations that provide focused comment on each exemplar. These annotations follow a standard question-and-answer format.

### What's happening here?

The answer gives a brief description of what's happening in each exemplar.

### What aspects of [the area specified] does this assessment exemplify?

The answer refers back to the explanations in the exemplar book's front pages. It explains why this assessment was chosen. (The exemplar may also illustrate other aspects of assessment or of *Te Whāriki*, but these will not be discussed.)

### How might this documented assessment contribute to developing [the area specified]?

The answer suggests how this assessment might be used to support learning and development in the relevant area.

### What might this tell us about informal noticing, recognising, and responding in this place?

The assessment process is part of the pedagogy that occurs in the context of reciprocal and responsive relationships in each setting. Exemplars and documented assessments inform the everyday noticing, recognising, and responding that is not documented. (See page 6.)