

## Reflective questions

## He pātai hei whakaaro iho

What do we understand by “assessment for learning”?

In what way do the metaphors for learning in Hirini Melbourne’s *E Tipu e Rea* relate to the assessment practice in our setting?

In what way might assessment for learning in early childhood settings support Mason Durie’s broad goals of education for Māori?

How does the description of assessment for learning as “noticing, recognising, and responding” compare with our understanding of it?

To what extent are our assessment practices designed to be “for learning”? How do we use assessment to enrich the children’s learning?

How is the sharing of undocumented noticing, recognising, and responding supported in our early childhood setting?

How do our assessment practices help the children to see themselves as competent and confident learners?

In what ways do our assessment practices highlight the learning going on in the everyday events and activities that children experience?

How do we acknowledge that children’s multiple learning pathways are frequently uncharted and unpredictable?

How do we reflect the complexity of the children’s learning in our assessment practices?

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