

Reflective questions

He pātai hei whakaaro iho

Which assessments from our setting make ICT learning visible to teachers, children, families, and whānau?

What opportunities do we have for involving ICT expertise from the wider community in the documentation of our children's learning? Do we access this expertise?

In what way are our assessments grounded in a clear understanding of the purposes, practices, and social context of our early childhood setting and its community? In what way, therefore, can ICT assessments indicate that we are on the pathway towards bicultural practice?

How do teachers include in their assessments the ICT practices children are experiencing outside the centre?

Are there opportunities for children to use ICT to contribute to documenting their own learning?

Endnotes

Kōrero tāpiri

- 1 Iram Siraj-Blatchford and John Siraj-Blatchford (2003). *More than Computers: Information and Communication Technology in the Early Years*. London: The British Association for Early Childhood Education, p. 4.
- 2 Ministry of Education (2005). *Supporting Learning in Early Childhood Education through Information and Communication Technologies: A Framework for Development*. Wellington: Ministry of Education, p. 16. The passage quoted is from Ministry of Education (1996). *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa/ Early Childhood Curriculum*. Wellington: Learning Media, p. 9.
- 3 Ministry of Education (2004). *The Role and Potential of ICT in Early Childhood Education: A Review of New Zealand and International Literature*. Wellington: New Zealand Council for Educational Research.
- 4 *ibid.*, p. 3.
- 5 Wendy Lee, Ann Hatherly, and Karen Ramsey (2002). "Using ICT to Document Children's Learning". *Early Childhood Folio*, no. 6. Wellington: New Zealand Council for Educational Research, p. 10.
- 6 Karen Ramsey, Jane Breen, Jacqui Sturm, Wendy Lee, and Margaret Carr (2006). *Roskill South Kindergarten Centre of Innovation 2003–2006. Final Research Report*. Wellington: Ministry of Education, pp. 48–49. This report describes and analyses how three teachers in a New Zealand kindergarten integrated ICT into their teaching and learning in innovative and thoughtful ways. See also Karen Ramsey, Jane Breen, Jacqui Sturm, Wendy Lee, and Margaret Carr (2007). "Weaving ICTs into *Te Whāriki* at Roskill South Kindergarten". In *Cresting the Waves: Innovation in Early Childhood Education*, ed. Anne Meade. Wellington: New Zealand Council for Educational Research, chapter 4, pp. 29–36.
- 7 Ministry of Education (1996), *op. cit.*, p. 88.
- 8 *ibid.*, p. 78.
- 9 Bridget Somekh (2007). *Pedagogy and Learning with ICT: Researching the Art of Innovation*. London: Routledge, pp. 2 and 3. Somekh adds, "In *researching* this art of innovation with a special focus on the introduction of ICT into education I have found socio-cultural theories particularly powerful, both as a framework for analysis and interpretation, and in designing prototypes of innovative pedagogies and new ways of learning ... Initially my understanding of the potential mediating role of of ICT 'tools' was rather narrow and mechanistic, but later, as I developed a much broader definition of 'tools' that incorporated everything from physical artefacts to the conceptual understandings and practices of our culture, these theories of mediated activity became increasingly illuminating" (p. 2).

10 Alan Luke and Peter Freebody first developed these ideas in 1999 as “A Map of Possible Practices: Further Notes on the Four Resources Model” in *Practically Primary*, vol. 4 no. 2, pp. 5–8. See also Peter Freebody and Allan Luke (2003). “Literacy as Engaging with New Forms of Life: The ‘Four Roles’ Model”. In *The Literacy Lexicon*, ed. Geoff Bull and Michele Anstey. Frenchs Forest, NSW: Prentice Hall, 2nd ed., chapter 4, pp. 52–65.

11 Rev. W. Awdry (2004). *Favourite Thomas the Tank Engine Stories*. London: Dean.