

Holistic Development – Kotahitanga

Effective assessment practices reflect the holistic way that children learn.

What to look for

- The integration of children’s physical, intellectual, emotional, social, and spiritual development as they learn within the strands of well-being, belonging, communication, contribution, and exploration and “as reflected in their working theories and learning dispositions” (see *Te Whāriki*, page 44)
- Assessments that connect what is being learned to meaningful situations and purposes, in many cases, through using narrative forms of assessment
- Multiple perspectives that enhance the interpretation and analysis of the learning
- Assessments that recognise that learning is multidimensional, for example, “science” exploration may include a sense of belonging to the world of the scientist, collaborating with others, and calling on the language of mathematics.

Reflecting on our practice

How can we use assessment documentation to draw attention to the integrated nature of children’s learning?

Many exemplars provide a picture of a complex learning experience. For example, read “The mosaic project” and identify the learning that might be going on here, considering a variety of goals for learning and development (for example, problem solving, involvement, creativity, mathematics, and persistence).

Discuss the occasions when, in our setting, assessments have illustrated learning that is integrated within the strands of well-being, belonging, communication, contribution, and exploration.

Discuss the documentation of a project in our setting and list the variety of ways our centre has recorded noticing, recognising, and responding.