

Relationships – Ngā hononga

Effective assessment practices reflect reciprocal and responsive relationships with people, places, and things.

What to look for

- Assessments that are conversations between learner, peers, teachers, and families about the learning in progress
- Adult assistance and teaching as part of assessments
- Peer assistance and teaching as part of assessments
- Documented assessments that reflect opportunities to learn what is valued (the roles of people, places, and things)
- Documented assessments that build on and construct informal everyday interactions and vice versa.

Reflecting on our practice

How can teachers make space and time for reciprocal assessment “conversations” with families and whānau in our setting? How might some of these be documented?

Discuss the occasions when, in our setting, assessments have made visible instances of children assisting each other. (For example, see “Toddlers as teachers” and “Bella and Nina dancing”.)

Assessments will document what is valued in our setting. Discuss some assessments and record the learning that is valued in them.

Do the assessments in our setting give details of the opportunities to learn? (For example, the learning contexts in “Mana reo” are very clearly described.)