

Reflective questions

He pātai hei whakaaro iho

Why should children contribute to their own assessments?

What examples do we have of the children contributing to their own assessment records?

What examples do we have that show the children having a say in the description and discussion of their work or their learning? How else might we encourage this?

What examples do we have in our assessments that show the child, family, or whānau taking part in deciding what learning is important for the child's well-being?

What evidence do we have of multiple voices contributing to assessments and making a difference to children's learning?

Is there a dilemma in balancing the child's voice, the teachers' voice, and the whānau's voice in our assessments?

How can we find out what path the child is on and how the children can contribute to planning what they will do next in assessments?

In what ways can infants and toddlers contribute to their own assessments?

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