

## Reflective questions

## He pātai hei whakaaro iho

What is the vision for wise bicultural assessment practice in our setting? How far are we along the pathway towards it? What evidence do we have that we are moving towards it?

How do our assessment practices reflect the bicultural nature of *Te Whāriki*? What steps can we take to make this bicultural nature more visible in our assessment practices?

Are our assessment practices accessible to Māori whānau? Do they access them? Do they have a say? If not, why not? How can we encourage dialogue on and contribution to assessment?

What examples of bicultural assessment practices do we have to share, and what questions do they raise?

How is a “whanaungatanga approach” reflected in the assessment practices in our early childhood setting?

How are the principles for exploring the kaupapa Māori pedagogy that Bishop and Glynn (2000) describe reflected in our assessment practices?

## References

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