

Reflective questions

He pātai hei whakaaro iho

How do we ensure that assessments are respectful of the infants and toddlers in our setting?

In what ways do we ensure that our assessment practices directly reflect the nature of infant and toddler learning?

How sensitive are the assessments we make to the subtlety of infants' learning discoveries?

In what ways do our assessments recognise the learning that occurs during care moments and everyday routines as much as during spontaneous play? How do we ensure that one is not valued more than the other?

Do our assessment practices take place within responsive and reciprocal relationships with whānau and beyond? In what ways do they reflect aspects of whanaungatanga and ngā hononga?

In what ways can we recognise, complement, and celebrate home, centre, and community connections in our assessments for infants and toddlers?

In what ways do we engage infants or toddlers and their whānau in the “mutual feedback loop”?

In what ways are the infants and toddlers in our setting able to make authentic contributions to our assessment practices so that they are active participants in the assessments?

How do we provide opportunities for the learner to become the teacher in our assessment practices?

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