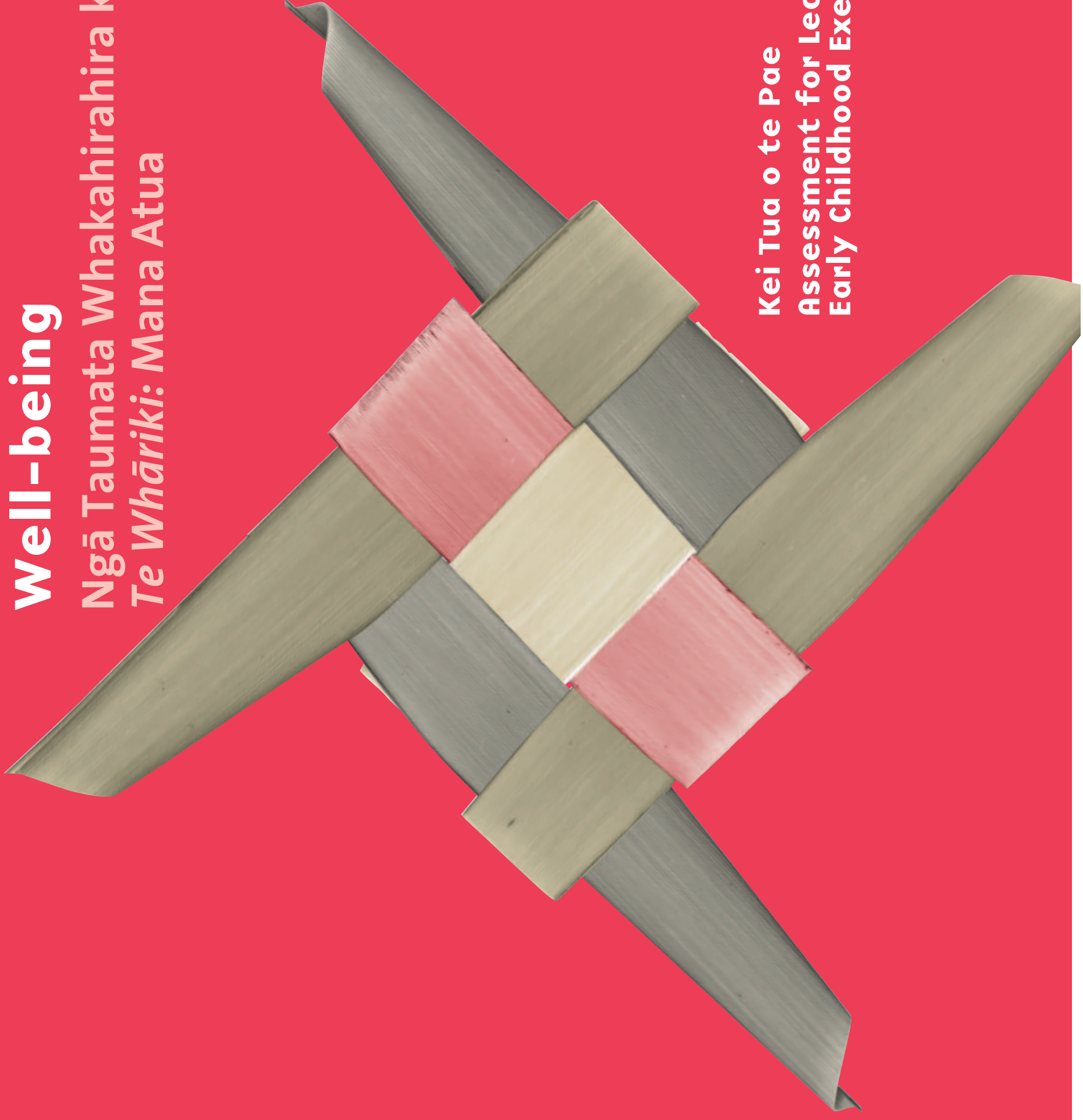




The Strands of *Te Whāriki*: Well-being

Ngā Taumata Whakahirahira ki
Te Whāriki: Mana Atua

12



Kei Tua o te Pae
Assessment for Learning:
Early Childhood Exemplars



Reflective questions

He pātai hei whakaaro iho

How do documented assessments contribute to the health, well-being, and safety of children in this early childhood setting?

Is there a clear understanding of the definition of well-being from a Māori perspective?

Are assessments clear about some of the strategies children can use to keep themselves safe and to see that others are safe as well?

Do documented assessments provide staff and children with guidelines about how children have been able to stay involved in a task?

Do families and whānau contribute to assessments to give teachers information about their views on health, well-being, and safety in this early childhood setting?

Do assessments provide opportunities to share different cultural viewpoints on the connections between mind, body, and spirit in well-being?

Endnotes

Kōrero tāpiri

- 1 Mason Durie (2001). "A Framework for Considering Māori Educational Advancement". Opening address to the Hui Taumata Mātauranga, Turangi/Taupo, 24 February, page 5.
- 2 Paul Black and Dylan William (1998). *Inside the Black Box: Raising Standards through Classroom Assessment*. London: School of Education, King's College, p. 13. (See also Book 10).
"A great deal of concern has been expressed about the need to respond further to the behaviour and emotional problems of young children growing up in disadvantaged areas. Some longitudinal studies have shown us that children provided with predominantly direct or 'programmed' instruction sometimes do better academically than those provided with other forms of pedagogy in the short term ... But the studies also suggest that, when apparent, these gains are short-lived, with all significant differences having 'washed out' within a year of the provision ending. Highly structured, didactic teaching has also been found to result in young children showing significantly increased stress/anxiety behaviour." Iram Siraj-Blatchford and Kathy Sylva (2004). "Researching Pedagogy in English Pre-Schools". *British Educational Research Journal*, vol. 30 no. 5, October, p. 725.
- 3 The idea of an "appreciative inquiry" comes from a research project where inquiry proceeds from a positive approach: it "entails looking for what is done well, and finding ways to share strengths with others and develop them further" (Janet Holmes, 2000). *Victoria University of Wellington's Language in the Workplace Project: An Overview*. Language in the Workplace Occasional Papers, no. 1 (November), p. 11.
- 4 Ministry of Education (1996). *Te Whāriki: He Whāriki Mātauranga mā ngā Mokopuna o Aotearoa/Early Childhood Curriculum*. Wellington: Learning Media, page 46.
- 5 *ibid.*, page 35.
- 6 L. S. Vygotsky (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, Mass.: Harvard University Press, p. 102.
- 7 Summarising another research project on the optimal conditions for learning, Mihaly Csikszentmihalyi stated that "I developed a theory of optimal experience based on the concept of *flow* – the state in which people are so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it." Mihaly Csikszentmihalyi (1991). *Flow: The Psychology of Optimal Experience*. New York: HarperCollins, p. 4.
- 8 Mason Durie (2003). *Ngā Kāhui Pou: Launching Māori Futures*. Wellington: Huia Publishers.
- 9 Kayoko Inagaki (1992). "Piagetian and Post-Piagetian Conceptions of Development and Their Implications for Science Education in Early Childhood". *Early Childhood Research Quarterly*, vol. 7 no. 1, p. 128.
- 10 Vivian Paley wrote eloquently about the role of children's storytelling and the value of encouraging them to revisit those stories. See Vivian Gussin Paley (1988). *Bad Guys Don't Have Birthdays: Fantasy Play at Four*. Cambridge Mass.: Harvard University Press.
- 11 Siraj-Blatchford and Sylva (2004), *op. cit.*, p. 725.

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