

## Assessment from the Child's Perspective

The New Zealand approach to assessment asks teachers to consider questions from the child's voice as centres begin their journey of ensuring accountability through evaluation and assessment. These questions are built on the principles of their Te Whariki curriculum which provides the framework for defining learning and what is to be learned. Their goals are based on clearly defined values and reflect the following strands.

<b>Belonging</b>	Do you appreciate and understand my interests and abilities and those of my family?	Do you know me?
<b>Well-being</b>	Do you meet my daily needs with care and sensitive consideration?	Can I trust you?
<b>Exploration</b>	Do you engage my mind, offer challenges, and extend my world?	Do you let me fly?
<b>Communication</b>	Do you invite me to communicate and respond to my own particular efforts?	Do you hear me?
<b>Contribution</b>	Do you encourage and facilitate my endeavours to be part of the wider group?	Is this place fair for us?

## NEW ZEALAND TE WHARIKI CURRICULUM PRINCIPLES AND STRANDS

TE WHARIKI PRINCIPLES			
<p><b><i>Empowerment – Whakamana</i></b> The early childhood curriculum empowers the child to learn</p>	<p><b><i>Holistic Development – Kotahitanga</i></b> The early childhood curriculum reflects the holistic way children learn and grow.</p>	<p><b><i>Family and Community – Whanau Tangata</i></b> The wider world of family and community is an integral part of the early childhood curriculum.</p>	<p><b><i>Relationships – Nga Hononga</i></b> Children learn through responsive and reciprocal relationships with people, places and things.</p>

TE WHARIKI STRANDS				
<p><b><i>Well-being – Mana Atua</i></b> The health and well-being of the child are protected and nurtured.</p>	<p><b><i>Belonging – Mana Whenua</i></b> Children and their families feel a sense of belonging.</p>	<p><b><i>Contribution – Mana Tangata</i></b> Opportunities for learning are equitable, and each child’s contribution is valued.</p>	<p><b><i>Communication – Mana Reo</i></b> The languages and symbols of their own and other cultures are promoted and protected.</p>	<p><b><i>Exploration – Mana Aoturoa</i></b> The child learns through active exploration of the environment.</p>
<p><b>From the child’s perspective:</b> Do you meet my daily needs with care and sensitive consideration?</p>	<p><b>From the child’s perspective:</b> Do you appreciate and understand my interests and abilities and those of my family?</p>	<p><b>From the child’s perspective:</b> Do you encourage and facilitate my endeavors to be part of the wider group?</p>	<p><b>From the child’s perspective:</b> Do you invite me to communicate and respond to my particular efforts?</p>	<p><b>From the child’s perspective:</b> Do you engage my mind, offer challenges, and extend my world?</p>

## Links between Curriculum Strands, Learning dispositions and Behaviours

CURRICULUM STRAND	DISPOSITION	BEHAVIOUR LOOKED FOR
<i>Belonging</i>	<i>Courage and curiosity</i>	<i>Taking an interest</i>
<i>Well-being</i>	<i>Trust and playfulness</i>	<i>Being involved</i>
<i>Exploration</i>	<i>Perseverance</i>	<i>Persisting with difficulty – challenge and uncertainty</i>
<i>Communication</i>	<i>Confidence</i>	<i>Expressing a point of view or feeling</i>
<i>Contribution</i>	<i>Responsibility</i>	<i>Taking responsibility</i>

Carr, M. (1998). *Assessing children's learning in early childhood settings: A professional development programme for discussion and reflection*. Wellington, New Zealand: Council for Educational Research