Reflective questions He pātai hei whakaaro iho

Who are we documenting for? Who should we be documenting for?

How do our assessment practices make valued learning visible to teachers, to children, and to families and whānau?

In what ways do assessment examples from our early childhood setting reflect socially and culturally valued roles in the community?

Have the families contributed to the development of our learning community? In what ways? How do we make this possible for families where English is not their first language?

Do our assessments include contributions from home? How do we encourage and nurture such contributions?

How do we ensure that our assessments reflect the diversity of cultures in our learning community?

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