



Reflect on your own experiences with children, families, and colleagues. If you are an supervisor, administrator, or adult educator, how might you use these questions and activities to help other adults reflect on their experiences?

## Consider the child's point of view

*The key is curiosity, and it is curiosity, not answers, that we model. As we seek to learn more about a child, we demonstrate the acts of observing, listening, questioning, and wondering. When we are curious about a child's words and our responses to those words, the child feels respected. The child is respected.*

Vivian Gussin Paley (1986, 127)

### Assessment from the Child's Perspective

The New Zealand approach to assessment asks teachers to consider questions from the child's voice as programs 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 endeavors to be part of the wider group?	Is this place fair for us?

*New Zealand Ministry of Education, cited in Curtis and Carter (2008) Learning together with Young Children*

**Try This!**

In what ways have you considered the child's ideas and thinking about his or her own capabilities, growth, and learning?

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What would a child communicate about her own learning were she able?

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What would she say that she wants to learn about, know how to do, and hopes to understand?

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How do you help her meet her expressed needs?

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From your program’s child assessment instrument or tools, re-create the chart included on the webpage for this Key, using the performance areas and desired outcomes (DRDP, Teaching Strategies Gold, or others).

Re-state them as questions from the child’s point of view.

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