Childøs name:

Date:

Teacher:



Principles	Kei Tua o te Pae	What to include in assessment	A LEARNING STORY
Empowerment	Assessment should enhance child's sense of themselves as capable people and competent learners	CHILD'S VOICE Childøs reflections and comments about their own learning eg: What do I enjoy, what do I recognise, what am I interested in , what am I good at, what do I want to be better at?	
Holistic Development	Assessment of child is in the same context as activities and relationships and encompasses all dimensions of learning	TEACHER OBSERVATIONS: Information about children@ knowledge, skills, dispositions, attitudes and cultural dimensions.	
Family & Community	Assessment should involve families, whanau and community	FAMILIES VOICE What have caregivers/ friends/other staff etc told us about the childøs learning?	
Relationships	Assessment should take into account relationships between educators and children and the environment and children.	PERSONAL & ENVIRONMENTAL RELATIONSHIPS Think about how the child's relationship to the narrator has influenced the learning. How has the child's relationship with the environment influenced learning?	

Family/Whanau/Community comments, observations and learning stories:

Childos comments about this assessment and their own learning:

Assessment and review –what teacher did to facilitate learning			
Question: What learning did I think went on here (i.e. the main point(s) of the learning story)? Dispositions for learning include courage and curiosity, trust and playfulness, perseverance, confidence and responsibility. Also			
the way children approach learning, eg taking an interest, being involved, persisting with difficulty, challenge and uncertainty			
and expressing a point of view.			
What Next?			
Questions: How might we encourage this interest, ability, strategy, disposition, story to: Be more complex, Appear in different areas or activities in the programme. How might we encourage the next :stepøin the learning story framework?			