



Restor(y)ing connections to learner strengths and mana in ECE assessment practice.

ELP & MOE *Te Whāriki* – *Inspired and Driven by the Mokopuna Symposium* Keynote,
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Associate Professor Alexandra C. Gunn (Alex)
University of Otago College of Education
Ōtepoti | Dunedin, Aotearoa | New Zealand.

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Kaupapa

- Restor(e/y) our relationship with documented assessment;
- Recognise better how and what to write about children's learning dispositions over time, and why;
- How narrative assessment as learning stories evidences intentional teaching;
- Assessment information exemplifying how we are delivering on the promise of *Te Whāriki* as a curriculum that empowers all tamariki/mokopuna to learn.

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Aotearoa New Zealand
Education Gazette
Tukutuku Kōrero

<https://gazette.education.govt.nz/articles/learning-notes-improve-engagement/>

Learning notes improve engagement

By Education Gazette editors
 Issue: Volume 100, Number 2
 Posted: 25 February 2021
 Reference #: 1HAHG9

A Lower Hutt kindergarten is finding that learning notes are helping teachers carry out a range of assessment across Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa/Early childhood curriculum strands, goals and learning outcomes – with immediate benefits for kaiako, whānau and tamariki.

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- “...a system that promoted and empowered all tamariki to view themselves as successful learners, to allow them opportunities and choices to guide their own learning, direct the programme and experience an environment where Kaiako support them meaningfully and authentically in their growth and development”
- “no hard and fast number of how many learning notes are written for each child... a good holistic tool for capturing all learning equitably”.
- “...a really good tool... to capture different learning, because all learning is valuable,...”

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- All Kaiako write learning-notes for all children
- A wider range of identified learning... whānau developing relationships with all the teachers...
- Comments sections of learning notes (in Storypark) host additional learning notes... “continuous thread of learning”
- Kaiako writing on iPads capturing moments, writing learning-notes, including child voice
- Home-kindergarten relationships stronger
- “...the workload balance and writing learning stories can be tricky. Sometimes by the time you get a chance to finish a nice long learning story, it feels like it’s already happened...”
- “...because parents aren’t feeling overwhelmed by the length of learning stories and the use of academic language, they are responding more”...

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Reportedly

- Less time-consuming,
- Completed more frequently,
- A tool to provide an accurate, concise description of an event, a comment interpreting the learning, and the next steps...
- Strengths:
 - Ease of use
 - Speed
 - Enabling additional interpretations

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- “...a system that **promoted and empowered all tamariki to view themselves as successful learners**, to allow them opportunities and choices to guide their own learning, direct the programme and experience an environment **where Kaiako support them meaningfully and authentically in their** (growth and development)” **learning (strength/power/learning to learn)**
- “**no hard and fast number of how many** learning notes are written for each child... a good holistic tool for capturing all learning equitably”.
- “...**a really good tool...** (to capture different learning, because all learning is valuable,...”) **to show from time to time how embedded formative assessment practices were resulting in relevant and challenging localised curriculum that supported tamariki/mokopuna in their learning to learn.**

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OTHER WORDS FOR capture

● MOST RELEVANT

| | | | | |
|--------------|---------------|-----------|-----------|---------------------|
| abduction | acquisition | ensnaring | pinch | hit the jackpot |
| apprehension | appropriating | fall | pull | knock off |
| arrest | appropriation | gaining | securing | laying hold of |
| confiscation | bag | grab | seizing | pick up |
| imprisonment | bust | grasping | snatching | run in |
| occupation | catch | hook | sweep | taking captive |
| seizure | collar | nab | trapping | taking into custody |
| taking | commandeering | nail | trip | |
| acquirement | drop | obtaining | winning | |

See also synonyms for: **captured / captures / capturing**

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Reported purposes for writing these:

- Saving time
- Accessible to parents
- Multiple audiences
- Continuity (of interests)

- Strictly writing “what happened, the learning, and then the next step. Being succinct...”

- What is meant by ‘the learning’? (viruses? Corn cob planting? “what we [the Kaiako] feel is valuable”

- Why not learner dispositions and working theories in the context of localised curriculum and negotiated priorities for learning in ways that uphold and grow children’s mana over time?

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- What is it like to be ‘on the floor’ with these digital appendages?

- What happens to all this data (images, photographs, audio and video files)? What are the work implications of managing, editing, deleting, storing, uploading, protecting, erasing... all that?

- What about children’s digital rights, including the right to privacy (article 10 UNCRC) and children’s control over their digital footprints? (see UNHRC general comment on children’s rights in relation to the digital environment, 2021)

“We would like the government, technology companies and teachers to help us [to] manage untrustworthy information online.”; “I would like to obtain clarity about what really happens with my data ... Why collect it? How is it being collected?”; “I am ... worried about my data being shared”.

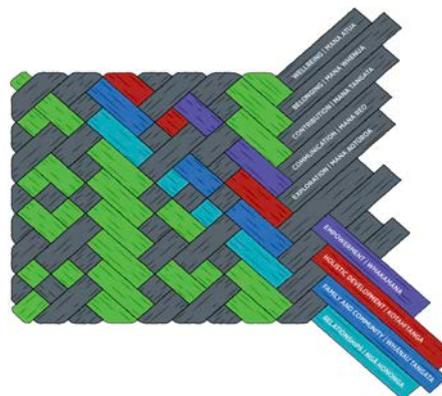
(Our rights in a digital world, pp. 14, 16, 22 and 25)

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Underpinning *Te Whāriki* is the vision that children are

competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

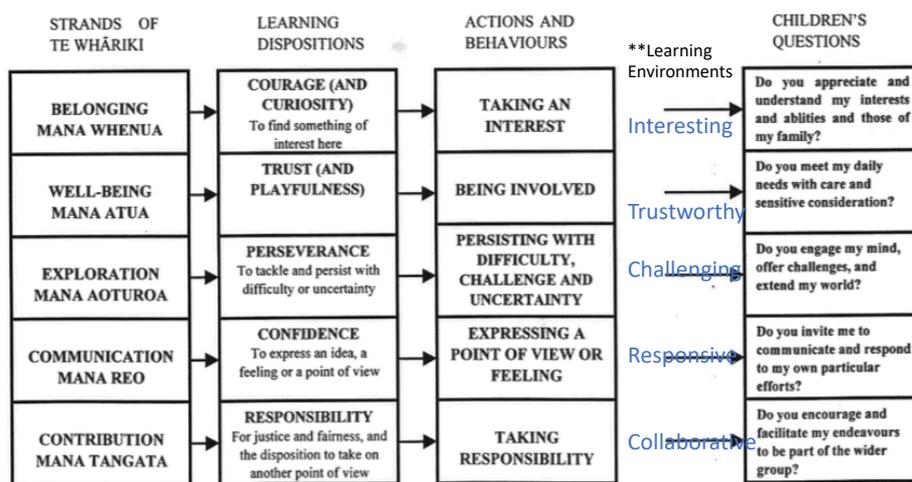
Te Whāriki, 2017, p.6



Te Whāriki, 2017, p.11

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Diagram 2: A Learning and Teaching Story Framework



Project for Assessing Children's Experiences

Project for Evaluating Early Childhood Programmes using *Te Whāriki*

Adapted from: Carr, M., May, H., Podmore., Cubey, P., Hatherly, A., & Macartney, B. (1999) ** an additional column I've added.



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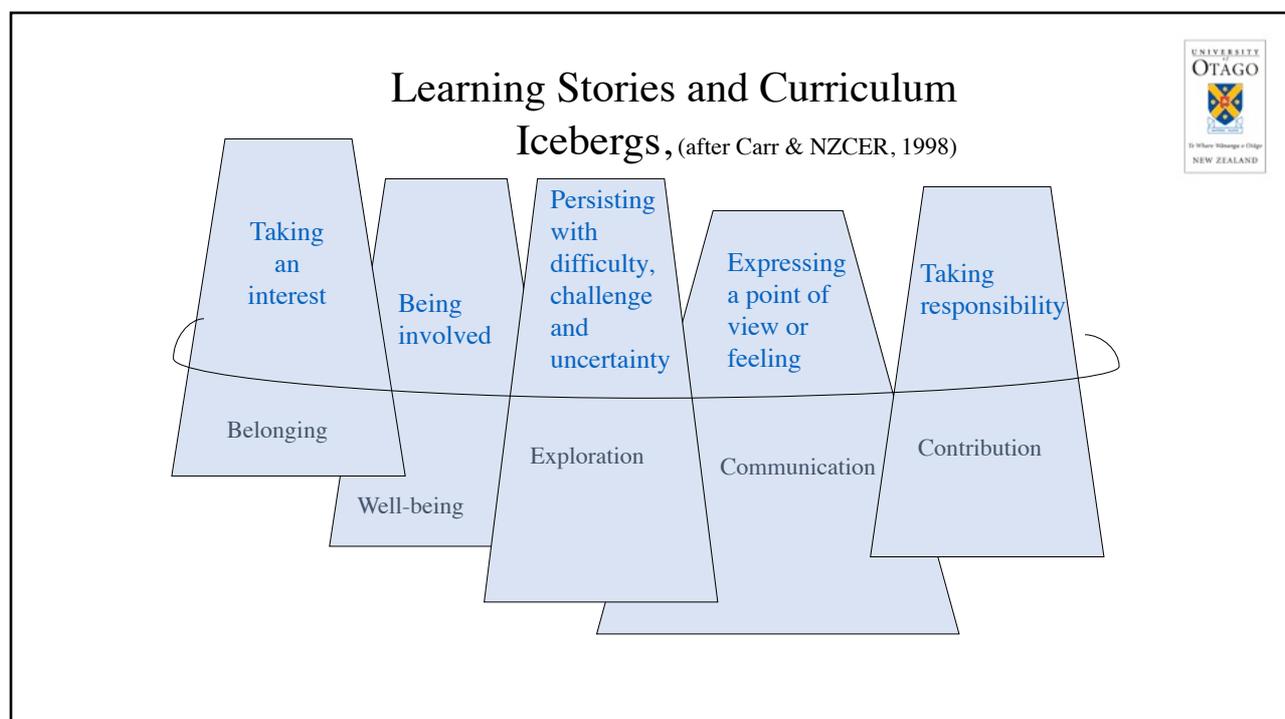
Why story? (see Carr et al. 1998, Carr, 2001, Carr & Lee, 2013 & 201 among others)

...narrative amongst the earliest of powers of mind

...we organize our experience and memory of human happenings mainly in the form of narrative – stories, excuses, myths, reasons for doing and not doing, and so on...

Bruner (1991)

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LEARNING DISPOSITIONS AND WORKING THEORIES

Many dispositions have been identified as valuable for supporting lifelong learning; these are termed *learning dispositions*. Learning dispositions associated with *Te Whāriki* include: courage and curiosity (taking an interest), trust and playfulness (being involved), perseverance (persisting with difficulty, challenge and uncertainty), confidence (expressing a point of view or feeling) and responsibility (taking responsibility). Other learning dispositions include reciprocity, creativity, imagination and resilience.

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When was the last time you sat down with others and discussed what 'interest', 'involvement' 'persisting', 'confidence to express a point of view' and 'taking responsibility' looks like in your place?

What is working theory? How are your documented assessments growing children's mana?



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When you look at 'evidence', what are you looking for? How are you reading the narrative's you write? What are you not looking for and why?

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How is your assessment practice empowering, holistic, reflecting and contributing to solid relationships amongst family, whānau and community?

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What do you want the people at the centre of this assessment to learn about themselves as learners and members of community as a consequence of your assessment practices?

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Fred, last time I wrote a learning story for you I said I wanted you to feel empowered and confident to express your ideas or feelings, well today you did just that when you came to me and asked if I'd join in your game of 'Duck, duck, goose'. I decided I would play with you and your friends, thanks for asking. We all listened carefully to your instructions and we supported you when you said "I'll start the game", your instructions were great and we all had such fun!

Where to next? Fred, today you really found your voice by suggesting we play, choosing the game, arranging people, and giving us good instructions. You were a real leader in our play. I am sure that if we think about it, there will be other ways you can make a contribution to the learning of friends and teachers here, thank you for making me feel included and never failing to make me laugh.

Finding Your Voice



Image credit: pixabay

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Selected References:

- Carr, M. (1998). *Assessing children's experiences in early childhood. Final report to the Ministry of Education, Part One*. Wellington: MoE.
- Carr, M. (1998). *Assessing children's learning in early childhood settings. A professional development programme for discussion and reflection*. Wellington: NZCER
- Carr, M., May, H., Podmore., Cubey, P., Hatherly, A., & Macartney, B. (1999). *Learning and teaching stories: Action research on evaluation in early childhood. Final report to the Ministry of Education*. Wellington: NZCER
- Reedy, T. (2017). Tōku rangatiratanga nā te mana mātauranga: "Knowledge and power set me free..." In, A. C. Gunn & J. Nuttall (eds.) *Weaving Te Whāriki: Aotearoa New Zealand's early childhood curriculum framework in theory and practice, 3rd ed.* (pp. 25-44). Wellington: NZCER Press.