Reflective questions

Which assessments from our setting make valued literacy (in the widest sense) visible to teachers, children, families, and whānau?

What opportunities for experiencing literacy practices (oral, visual, and written) from the wider community are in evidence in the children’s assessments?

In what way do our literacy assessments and their contexts indicate that we are on the pathway towards bicultural practice?

How do teachers include the literacy practices that children are experiencing outside the centre in their assessments?

Are there opportunities for children’s portfolios to become “literacy” artefacts? How does this happen?

What opportunities do children have for participation and literacy learning in the routines and practices associated with maintaining our centre, and is this view of literacy represented in assessments?

Do our assessments reflect bilingual opportunities and contexts?

What aspects of assessment practices and of the wider Te Whāriki curriculum strands are represented in the literacy exemplars in this book (that is, applying different lenses)?

Endnotes

1 Gunther Kress (2003). *Literacy in the New Media Age.* London: Routledge. “It is no longer possible to think about literacy in isolation from a vast array of social, technological and economic factors. Two distinct yet related factors deserve to be particularly highlighted. These are, on the one hand, the broad move from the now centuries-long dominance of writing to the new dominance of the image and, on the other hand, the move from the dominance of the medium of the book to the dominance of the medium of the screen. These two together are producing a revolution in the uses and effects of literacy and of associated means for representing and communicating … Together they raise two questions: what is the likely future of literacy, and what are the likely larger-level social and cultural effects of that change?” He adds, “The world told is a different world to the world shown” (p. 1).


5 ibid., p. 72.


13 ibid., p. 76.

14 ibid., p. 78.

15 ibid., p. 76.

16 ibid., p. 78.

17 ibid., p. 76


20 ibid., p. 78.

