



Partnerships:

Assessment for children's learning

November 2023

This Partnerships practice resource is part of a series of 8 practice resources for Assessment for children's learning in early childhood education and care services (ECEC). Each resource is aligned with the Principles of the Early Years Learning Framework (EYLF V2.0).

Before using this resource, read the [Introduction: Assessment for children's learning](#). The introduction provides insights into the importance of assessment in quality, evidence-based ECEC practice with cultural responsiveness at its heart.

Effective assessment is a collaborative, ongoing process of collecting and analysing information from a range of perspectives, not a one-off event. Children are important partners in assessment, alongside families, colleagues and other professionals.

Assessment strategies that support this Principle include:

- Seek input from children into all stages of the assessment process, as well as the views of families and other professionals. Use resources to support you to build a common language for discussing children's progress (such as the [early childhood learning trajectories](#)).
- Invite and support families and other professionals to be involved in collecting evidence of children's learning, development and wellbeing in a culturally responsive way. Draw on their deep understanding of children's abilities, interests and preferences and foster a culture of communication and collaboration to share knowledge and insights.

- Collaborate with other professionals who work with young children, such as child health nurses, speech pathologists and occupational therapists (with required consent).
- Analyse evidence of children's progress collaboratively, for example with children, families and other relevant community members, to ensure your interpretations are informed, authentic and culturally responsive. Share your views about the information you have collected and invite others, including the child themselves, to contribute their ideas and understandings.
- Share ideas and perspectives when deciding on the best approach to nurture each child's individuality and continue their progress. Always check confidentiality requirements before sharing information and respect any potential sensitivities.
- Use insights from children, families and other professionals to understand the experiences that influence how children learn, their knowledge and experience, and how they communicate ideas and understandings.
- Recognise when assessments of children's progress indicate that a more comprehensive assessment or referral to a specialist may be required.

Reflection questions

- How can you enhance your cultural responsiveness to better support and collaborate with diverse families effectively?
- How do you connect and interpret different perspectives on children's learning, development and wellbeing when it is described or demonstrated in different ways?

This practice resource is part of a series of 8 Assessment for children's learning practice resources including:

- [Secure, respectful and reciprocal relationships](#)
- [Partnerships](#)
- [Respect for diversity](#)
- [Aboriginal and Torres Strait Islander perspectives](#)
- [Equity, inclusion and high expectations](#)
- [Sustainability](#)
- [Critical reflection and ongoing professional learning](#)
- [Collaborative leadership and teamwork](#)

Before using the other resources in this series, read the [Introduction: Assessment for children's learning](#).

They link to the [early childhood learning trajectories](#) suite of resources including the [Learning trajectories user guide](#), [Evidence report](#) and the [Play-based learning and intentionality practice resources](#).