



# Secure, respectful and reciprocal relationships:

## Assessment for children's learning

November 2023

This Secure, respectful and reciprocal relationships 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.**

Authentic relationships are central to effective ECEC pedagogy. Effective assessment involves placing relationships at the centre of the assessment process.

### **Assessment strategies that support this Principle include:**

- Use assessment methods that can be embedded in [play-based learning](#), to enable you to remain 'present' with the child and attuned to their progress while participating in the program alongside them. Choose resources that equip you to notice the many types of learning and development that occur during children's play and routines (such as the [early childhood learning trajectories](#)).

- Create culturally safe learning environments that promote reciprocal learning between the child, their family and the teacher or educator. Engage in ongoing discussions with children and families about how you collect and analyse evidence. Ask for their ideas on what sort of assessment processes they like to be involved with and consider how these approaches can support their learning, development and wellbeing.
- Make assessment meaningful, playful, collaborative and culturally responsive. Include assessment strategies that enable children to actively participate, such as visual forms of documentation, collaborative discussions and reflection.
- Actively involve children in analysis of evidence that relates to their learning, development and wellbeing. This supports the inclusion of their perspectives and also provides opportunities for them to recognise and celebrate their own learning.
- Be mindful of how each child is experiencing the assessment, recognising that children may react to different types of assessment (including being observed during play) in different ways. Learn about factors that can influence children's ability to show their progress, such as language, stress and cultural positioning.

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## Reflection questions

- How do you balance assessment for children's learning, development and wellbeing in everyday interactions and play while also maintaining a focus on relationships?
- How do you include children's voices, ideas and perspectives in documented assessments?

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](#).