# **Kōwhiti Whakapae** Four-Step Process

This poster was created to provide a clear and visual overview of the four-step process in Kōwhiti Whakapae. Use it to **guide and strengthen your planning, formative assessment and teaching practice within the framework of *Te Whāriki* (2017)**. Display it in your learning space, refer to it during planning times or use it to support team discussions and decision-making.

Once you've chosen a sub-area, start **HERE**

## 1 Lay the groundwork

**FIRST** Read through some of the practices to get a feel for the key ideas.

| | What to do | How to do it |
|---|---|---|
| **NEXT** | Consider your current learning environment with your team. | *Think about practices that are evident in your routines, equipment, use of space or the way the team is organised. Consider practices you want to know more about and which strengths you can build on.* |
| **THEN** | Select practices that will create an enabling environment. Focus on a few practices at a time - keep it manageable. | *Work with your team to adapt these practices in ways that reflect the identity, language, and culture of your children and align with your service's philosophy.* *Consider adjusting routines, equipment, use of space, or the way the team is organised.* |
| **NOW** | Put these into practice. | *Take your time here. You may spend many months embedding a few practices at a time.* |
| **REVIEW** | Review the effectiveness of the practices you've been using for a while, and adjust where needed. | *Use familiar internal evaluation or self review processes.* |

## 2 Notice & recognise

**FIRST** Open all four phases of the progression to help you notice and recognise children's current capabilities and identify possible directions.

| | What to do | How to do it |
|---|---|---|
| **NEXT** | Decide how these capabilities might be expressed in your setting to get a consistent view. Talk with your team. | *With your team, consider what children might be doing (notice) at each phase.* |
| **THEN** | Use evidence to identify the phase that best fits the current capabilities of a particular child or small group of children in your setting (recognise) | *Look at adjacent phases of progress to test your thinking about which phase best fits a child's current capabilities.* |
| **NOW** | Decide whether the child's current capabilities are beginning to emerge or are more established within the phase you have chosen. | *These decisions will guide you as you move to the Respond process* |

## 3 Respond

**FIRST** Select the phase you decided best fits the child(ren)'s current capabilities in Notice & Recognise. Read through the practices to see how to respond in this phase.

| | What to do | How to do it |
|---|---|---|
| **NEXT** | Decide your purpose for responding. | *This purpose depends on whether current capabilities are emerging, well-established or somewhere in between.* |
| **THEN** | Identify the practices that you think will be most helpful in supporting this progress. | *Think about your evidence, and talk with whānau and your team. Consider the child's interests, strengths and areas where support is most needed.* |
| **NOW** | Decide how to adapt these practices to be meaningful to the child and your setting. | *Think about the child's identity, language and culture when deciding how and when to apply practice. This may involve adjusting routines, equipment, use of space or the way the team is organised throughout the day.* |
| **REVIEW** | Once you've been using a practice for at least a couple of weeks, review its effectiveness and adjust where needed. | *Consider whether the practice is supporting the child as intended. Revisit the Notice & recognise process, gather new evidence to help make judgements. Remember it takes time to embed or adjust to new practices.* |

## 4 Document & communicate

**FIRST** Read one or two assessment examples that describe and track a child's progress over time.

| | What to do | How to do it |
|---|---|---|
| **NEXT** | Think about how you currently document your planning and assessments and describe learning progress over time. | *Document the child(ren)'s learning and progress. Take time with the team and whānau to identify how assessment documentation can better show a child's current capabilities, strengths and interests (notice), progress and possible directions for children's learning (recognise) and how kaiako will support children's progress over time (respond).* |

**SCAN THIS QR CODE** for more information about **Kōwhiti Whakapae**

## Revisit

**This four-step process is not an end-in-itself. Continue to review your practices.**

- Re-look at lay the groundwork
- Continue to notice & recognise
- Keep adjusting how you respond based on what you notice

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