



Equity, inclusion and high expectations:

Assessment for children's learning

November 2023

This Equity, inclusion and high expectations 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.

The early years are a time of rapid learning and development, and progress varies widely between children. Effective assessment is based on expectations that are appropriate for where each child is at and reflects that each child progresses in their own way.

Assessment strategies that support this Principle include:

- Build an understanding of the continuum of learning from infancy and across the early childhood years. Understanding the trajectories of how children's knowledge and skills may develop can inform and guide the assessment process, and help you to consider the impact of culture on learning priorities for children and families.

- Draw on resources that show how learning and development builds over time (such as the [early childhood learning trajectories](#)) to help you set reasonable expectations and recognise children's unique strengths, progress and needs.
- Gather evidence of children's progress across domains and Learning Outcomes to ensure a holistic approach that focuses on the whole child. This means capturing evidence that spans physical, social, language, emotional, and cognitive development, with an understanding of the impact of social and cultural contexts on learning and development.
- Acknowledge each child's unique strengths, abilities and ways of learning. This will assist you when deciding how to intentionally support each child to build their knowledge and skills through play-based learning. Drawing on your understanding of how children respond to challenges can provide additional insights that will help ensure that learning goals and expectations are not set too high or low.
- Recognise areas that the child may require support with, including when evidence shows signs of an underlying need for reasonable adjustments.

Reflection questions

- What assumptions and biases do you hold about how children learn and develop, and how do you adjust these expectations to recognise each child's unique strengths?
- How do you support children and families to set realistic, aspirational expectations for learning and development, including those who may face barriers to learning?

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](#).