

# Curriculum Orientation Workshop in Observation and Assessment

- Documentation, Report Cards, Parent Contact

## Theory

### Learning without being evaluated

- Acknowledgment without bias (neither reproach nor praise)
- Using nonjudgmental language
- Learning for growth and development vs. learning to please others

### Free choice of activity

- Allowing the children's development as they follow the path of their individual, intrinsic curriculum (How to keep track? See "Practice")
- Allowing the children's development as they move freely and spontaneously through the learning environment. (How to keep track? See "Practice")

## Practice

### Development without grades vs. requirements of society

- The alignment with society (communication, negotiations)
- The requirements of successive institutions (high school, professional school, college, university)
- How to confront unavoidable exams?

- How to confront unavoidable report cards?

### **Free choice of activity vs. accountability for progress**

- The right of parents and the need of successive institutions to know the level of the children's progress
- Observation guidelines (Since students are leading their own learning path, the only way to keep track of their development is through observation.)
- Observation tools
- Documentation the children's development
- The progress-reports – The report cards

## **Relationships with Parents**

### **Communicating the children's development**

### **Structuring the individual parents' interviews**

### **Parents' evenings**

### **Difficult relationships**