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PORTFOLIO EARLY EDUCATION CURRICULUM

**APPROVED BY THE JOINT TEACHING COMMITTEE ON 9, 10 and 11 FEBRUARY 2011
IN BRUSSELS**

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PORTFOLIO

The holistic philosophy of the early education curriculum requires a method of assessment which adequately reflects the child's achievements. A portfolio offers many advantages, as it is a personal tool that highlights success and gives the opportunity to the child to prepare, present and discuss it with teachers, parents, family members, classmates and friends.

A portfolio is generally made of 3 parts:

- a biography
- a relevant and integrated collection of child's work showing the state of achievement of competences and the progress.
- a passport: self evaluation sheet in which the child can tick his/her successful points or another simple tool for the child's recording of his/her achievements.

Working with a portfolio

The child himself/herself chooses documents to be put into portfolio. This process is fundamental for development of ability of his/her self-evaluation. However, the child is in the very beginning of his/her way to independent self-assessment so natural, tactful, but systematic teacher's guidance is necessary.

The child does not only choose and add his/her work into portfolio, but under the teacher's guidance regularly compares, characterises and assesses either single documents or areas of his/her work.

Creation of the portfolio is a process, regularly adapted. The form of portfolio should be stable during a set period with possibility to be modified at the end of the period.

The child should always be happy to make his/her portfolio public.

The structure of the Early Education Curriculum, made of 4 areas (Me as a person, Me and my body, Me with the others, Me and the world) is followed. Biography is a part of me as a person. Observation tools for teachers can be helpful for the passport.

Parents and teachers will need to help the young child to build his/her own portfolio, acting as a guide and critical friend, helping the child to make reasoned choices about what to choose into portfolio.

The portfolio can have different forms:

- physical: note book, folder, box, drawer etc.
- electronic: ICT folder
- mixed: one part in paper and an other one done with ICT

The portfolio includes various visual and audio documents: working sheets, pictures, drawings, notes, symbols, charts, photos, videos, records of songs, performances etc. All the documents illustrate competences developed by the child. If needed, adults can put some explanations about the competence showed.

Aims of a portfolio

For the child	For the teacher	For the parents
To build positive self-esteem	To highlight success	To celebrate
To develop awareness of his/her identity	To help the child develop his/her identity	To reflect family stories, culture and languages
To develop awareness of the point of view of others	To help the child discuss what to include and exclude	To talk about the choices made.
To develop awareness of what he/she likes	To encourage and feed interests and passions and to help discover new interests	To recognise and discuss the child's interests and preferences.
To stimulate thinking and awareness of what he/she knows and can do	To help the child to identify and use his/her knowledge and learn new things. To help consolidate and refine knowledge and abilities	To be aware of the child's knowledge and abilities
To reflect on his/her progress : self-assessment	To encourage reflectiveness and a positive attitude which favours progress.	To encourage and support

Portfolio helps the teacher, the child and the parents to assess and evaluate the child's performance. The aim of the portfolio is to give holistic information about the child with emphasis on progress. The advantage is positive approach which underlines meaningfulness of the child's work. The portfolio enables to develop the ability of self-evaluation.

Portfolio is not the only tool of the child's assessment but together with other tools creates a compact system of monitoring and evaluating the child's development and helps to demonstrate effectiveness of the process of teaching and learning.

As the aim of the portfolio is to highlight success and consequently to show successful works only, it is a complementary tool and doesn't replace the assessment sheet.