

Now, although I've been talking about a school score in the above example, there are even *more* variables for why an individual child might do well or not so well on a given test on any given day. My point here is that our belief in numbers -- and a sometimes not so secret need to compare ourselves to each other -- once again, moves us *away* from seeing the child as an individual with a complex, interesting history of growth and development.

There are other reasons and forces that move us away from appreciating and thinking of children as unique human beings. In a future issue of *Thought Ramblings* I'd like to make a case for resisting these forces that cause us to look away from the child and to share the positive practices that move us *towards* a place of *remembering* and seeing children for who they really are.