

# Suelisa's sense of belonging

Child's name: Suelisa

Date: 19 February

Teacher: Karen

		Examples or cues	A Learning Story
belonging mana whenua	<b>Taking an Interest</b>	Finding an interest <i>here</i> – a topic, an activity, a role. Recognising the familiar, enjoying the unfamiliar. Coping with change.	Recently Suelisa has been unhappy when she comes to kindergarten. She has just started morning sessions and due to sickness has not been coming regularly.
well-being mana atua	<b>Being Involved</b>	Paying attention for a sustained period, feeling safe, trusting others. Being playful with others and/or materials.	Today Suelisa was upset when it was time to say goodbye to her dad. I gave her a big hug and took her to the book corner. Tama joined us and chose stories for me to read to Suelisa and him.
exploration mana aotoua	<b>Persisting with Difficulty</b>	Setting and choosing difficult tasks. Using a range of strategies to solve problems when 'stuck' (be specific).	When we had finished reading the stories Tama got an old photo album from the bookshelf. It had photos in it from a couple of years ago. Suelisa spotted photos of her brothers Metai and Nakala and her dad. This brought a smile to her face and she was able to share them with her friend Tama.
communication manareo	<b>Expressing an Idea or a Feeling</b>	In a range of ways (specify). For example: oral language, gesture, music, art, writing, using numbers and patterns, telling stories.	I asked Suelisa if she would like to stick the photos of her family into her file. Suelisa said, "Yes," and we went and found her file. Together, we stuck her photos in and I wrote beside each photo. Other children came and watched and this gave Suelisa the opportunity to share her family with her friends.
contribution manatanga	<b>Taking Responsibility</b>	Responding to others, to stories, and imagined events, ensuring that things are fair, self-evaluating, helping others, contributing to the program.	Suelisa was smiling from ear to ear and carried her file around with her for the rest of the session. Suelisa showed her file at mat time, while I explained the pictures.



Photos of Suelisa's dad and brothers.



Suelisa sharing her file with Jane.

## Short-term review

It was great to see Suelisa smiling today. Using photos of her family at kindergarten has begun to create a sense of belonging for her.

## What next?

It's important that Suelisa comes to kindergarten every day so that she can form friendships; this will give her a greater sense of belonging.

Encourage Suelisa to choose her own activities by giving her choices.

Suelisa has also shown a great interest in the video camera. We could use this tool to replay Suelisa's play to her and to add photos to her file so she can take it home and share her fun times at kindergarten with her family.

Child's name: Suelisa  
Date: 21 February  
Teacher: Karen

### A Learning Story



Today, Suelisa brought her file back to kindergarten.

We had a look at the photos of her brothers and when it was time to say goodbye to her dad there were a few tears. However, Suelisa's sadness was short-lived as there were more of her friends wanting to look at her file.



Today, Suelisa chose her own activities. She worked close by me with her file not far away.



Suelisa had lots of fun doing puzzles and a painting. In between puzzles Suelisa checked out her file and arranged her front picture again.



#### Short-term review

It is great to see Suelisa feeling happy at kindergarten. Yesterday Suelisa wasn't keen to choose her own activity and when I offered options she shook her head - "No!" Today I feel Suelisa had a greater sense of belonging, perhaps because she had her file with her. This has empowered Suelisa to choose her own activities and work independently.

#### What next?

Continue to use Suelisa's file as a tool to further develop her sense of belonging. Suelisa to take her file home and share her stories with her family. Give Suelisa time to direct her own learning. It is OK for Suelisa to watch the other children playing. She will know when she is ready to join their play.

Child's name: Suelisa  
Date: 22 February  
Teacher: Karen

### A Learning Story



Today after mat time Suelisa wanted to hold my hand. I said, "You can't hold my hand because I need to help Lachlan but you can hold your file." Suelisa went and got her file and continued to watch Eric and Lachlan.



A while later I turned around and spotted Suelisa in the block corner, watching her friends. I noticed that she had left her file behind.



I went and helped Suelisa to join the group by role modelling the words to use, "Can I play?"



Suelisa joined the small group and continued to play with Andrew for quite some time. They took turns and shared the fun of watching the marbles go down the run. Other children joined the group and Suelisa included them in her play, making sure everyone had enough marbles.

#### Short-term review

It was fantastic to see Suelisa choosing her own activity and being fully involved in a small group. (*Te Whāriki*, Contribution, Goal 3.1)

Suelisa's sense of belonging is growing each day and it is great to see her smiling and having fun with her friends at kindergarten. She is now taking a more active role in the programme.

#### What next?

Continue to foster and strengthen Suelisa's sense of belonging.

Continue to use her file as a tool to develop a stronger relationship with Suelisa.

Suelisa may like to play the marble game again with her friends.



March

## A Learning Story

Suelisa is reading the puppet book, and Tapaita is reading Suelisa's file.



Suelisa shows Tapaita the photos of her brothers. Suelisa finds Tapaita's file.



Suelisa and Tapaita pore over Suelisa's file chatting about the photos.



Suelisa asks Tapaita, "Have you got a brother?"

Tapaita is too busy reading Suelisa's file to answer so Suelisa flicks through Tapaita's file looking for photos.




## Short-term review

Today I spotted Suelisa and Tapaita sharing and reading each other's file. This story is a great example of the interest Suelisa has in her own and other children's files and of how proud she is to share her family with her friends. Using Suelisa's file as a tool to help her settle into kindergarten has helped Suelisa to develop a greater sense of belonging, form friendships and take an active role in the kindergarten programme.

Child's name: Suelisa  
Date: 13 March  
Teacher: Karen

## A Learning Story

belonging mana whenua	Taking an Interest	
well-being mana ahu	Being Involved	
exploration mana arotua	Persisting with Difficulty	
communication mana aho	Expressing an Idea or a Feeling	
contribution mana tangata	Taking Responsibility	As the weeks go by, Suelisa's sense of belonging continues to grow. Occasionally, she is sad at the beginning of the session but this is soon forgotten as she becomes involved in the session.  Today I spotted Suelisa fully involved in a group music session that the children had initiated themselves. Jasmine was the leader who directed the game, and Suelisa looked to her for guidance and copied the actions of the other children.
Short-term review		What next?
From the photo you can clearly see the level of involvement Suelisa enjoyed in this activity. Suelisa's enjoyment is clear by her big smile.  It is great to see Suelisa independently joining groups and being involved in small-group play. ( <i>Te Whāriki</i> , Well-being, Goal 2.1)  Suelisa has an expectation that music can amuse and delight. She took cues from her friends and was able to experiment with ways to move to the music. ( <i>Te Whāriki</i> , Communication, Goal 4.8)		Continue to foster Suelisa's sense of belonging.  Foster Suelisa's enjoyment and interest in music and dancing.  A long-term project is planned for next term; this is a common interest for many children in the morning session. (See planning board)  Discover Suelisa's other interests.