

## Learning with and alongside others

# Developing friendships

10 February

Zalaluddin is a Malaysian boy, Sajed is from Afghanistan and Art is from Kosovo. They are good friends and take care of each other.

Sajad and Zalaluddin were driving the truck. They left Art behind and Art was looking unhappy. I asked him, "What is the matter?"

He said, "I like to play with them and drive the truck. They do not want to have company."

I asked him if he would like to have another truck and play with it but he wasn't happy about it and said, "No no no! I like to play with Sajed and Zalaluddin."

I called Zalaluddin and Sajed.

"Hey guys, you missed out your friend Art. Would you like Art to join you?"

They reversed their truck to us and said to Art, "SORRY!"

It was amazing to me how they understand how he feels and their apology to Art was very polite.

This story shows the friendship and how the children cope with each other even when these children are from different countries with different cultures and different languages.

Zohra

17 February

### Noticing

Zohra has written a learning story about three children: Zalaluddin, Sajed and Art. They were able to sort out a problem that involved sharing, good manners and respect for each other. Zohra noticed all these things and wrote the friendship story. We decided at our planning meeting that there are everyday examples in our centre of children's caring behaviour towards one another and friendships even though they often do not have a common language or culture. Their life experiences are extremely varied. Nevertheless, they want to have friends and they want to help adults and each other.

### Recognising

Zohra was able to support the boys to include their friend by talking to them and listening carefully to them with respect and sensitivity. She recognised that the children are kind and considerate towards each other.

Human relationships are an important part of life. All staff have examples of children making friends and helping teachers. Some children help each other, help teachers and help themselves. We want to reinforce this behaviour and support children to develop relationships in our democratic centre.

### Responding

We want to be aware when children are helping one another, making friends and encouraging each other and adults to be inclusive and democratic.

We are all learning together.

### What's happening here?

Art is left behind when his two friends start playing on a truck. The teacher intervenes so that Art will be included in the group, and she describes how amazing this friendship is between three children who come from different countries and have different languages and cultures.

### What does this assessment tell us about the learning (using a Contribution/Mana Tangata lens)?

This documented assessment describes how Sajed and Zalaluddin quickly recognise Art's viewpoint and are willing to include him in their play. Art may learn from this that even when other children speak different languages, they may still be willing to include him in their play.

### How might this documented assessment support Contribution/Mana Tangata?

This assessment documents a common interest in friendship, crossing the language and cultural barriers. The assessment has been discussed at the teachers' planning meeting, and the teachers resolve to support children to develop positive relationships, just as Zohra did on this occasion.

### What other strands of Te Whāriki are exemplified here?

This assessment also offers an example of a bridge between non-verbal and verbal *communication* as the children develop their relationship.