


# Rahsaan and quidditch

Child: Rahsaan

Teacher: Carol

Date: 28 February

		Examples or cues	A learning story
belonging mana whenua	<b>Taking an Interest</b>	Finding an interest here – a topic, an activity, a role. Recognising the familiar, enjoying the unfamiliar. Coping with change.	Because there has been such strong interest in playing quidditch created by the "pipes", I brought <b>Harry Potter and the Philosopher's Stone</b> <sup>18</sup> to kindergarten.  After mat time I told the boys with the pipes that I had the book and Rahsaan was immediately interested and asked me where it was. I got it from the office, took it outside and suggested maybe we could find the part in the book about playing quidditch.
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.	We read the part about the quidditch stadium and how you play, and Rahsaan knew you need a "snitch" and that Harry's arm had been squashed by a ball. He described it very eloquently.
exploration mana aotūroa	<b>Persisting with Difficulty</b>	Setting and choosing difficult tasks. Using a range of strategies to solve problems when 'stuck' (be specific).	Then he kept suggesting parts of the story to find - so quickly that I was having trouble keeping up!
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.	 <p>"You know about Dobby ... and the three-headed dog ... and the train where they didn't go on it and ... the spider and ..." He was absolutely amazing being able to recall so clearly.</p>
contribution mana tangata	<b>Taking Responsibility</b>	Responding to others, to stories, and imagined events, ensuring that things are fair, self-evaluating, helping others, contributing to programme.	

Short-term review	What next?
Rahsaan was absolutely captivated by the reading of the book to the extent that Jaiden had to wait before Rahsaan would come and play. He was totally immersed in the story and just kept saying "Nahh, Nahh" when Jaiden asked him to come. He was too busy listening.	Rahsaan has amazing recall. We wondered if he has had the book read to him or how many times he has seen the video because he remembers whole episodes quite clearly. Rahsaan obviously enjoys stories and this is such a great start to reading and writing.

## Parent's voice

*We agree that Rahsaan's memory of all things is fantastic. Right from the age of 1-2, he would recognise places as we passed them in the car and know instantly where we were heading, or that they were places where something we thought was so trivial to us, but obviously memorable for him, happened.*

*Rahsaan has seen the movie only once! But anything he watches, he gets very engrossed in if it's something that interests him.*

*At home, Rahsaan has little patience to sit down and write or read. He would rather play outside or with his cousins. But there is the odd occasion where a book may interest him and he would like to read it over and over ...*

*Rahsaan loves to role-play. He often tends to dominate the roleplay amongst his cousins and can sometimes be a little bossy. I wonder if this is the case at kindy? He has a creative and imaginative way of playing, and superheroes seem to be the "in" thing at the moment. We encourage him to continue his choice of play as long as it doesn't start portraying violence or guns etc. We are pleased to hear that Rahsaan does demonstrate skills of turn-taking at kindy.*

### What's happening here?

Recognising Rahsaan's interest in playing quidditch, the teacher brings her copy of the book *Harry Potter and the Philosopher's Stone* to kindergarten. She is surprised at how well Rahsaan knows the story and wonders if he has become familiar with this at home. Rahsaan's mother answers this question in her first response to the teacher's learning story.

### What aspects of noticing, recognising, and responding to literacy learning do these assessments exemplify?

Together these assessments suggest that Rahsaan's literacy learning will be enhanced if his teachers continue to draw on his fascination with the characters from popular culture as a context for further literacy experiences. As Rahsaan's teacher has read the Harry Potter book herself, she is able to respond to his enthusiasm by finding the passages he requests. She addresses her comments in the assessment to the family, and they respond. The parent's comment confirms that Rahsaan has had a particularly good memory from an early age and states that he has seen the movie of the book only once. She later comments that he "loves to role play".

The teachers in this centre decided some time before this assessment was recorded that their policy of discouraging superhero play was out of step with their wish to support and enhance all children's strengths and interests through their programme. At the time, the teacher who wrote this learning story had enrolled in a degree course in which she came across recent research in support of superhero play. This also influenced the team's decision to embrace rather than ban this type of activity. This is one of many documented assessments in which the context is superhero play of one kind or another.

The children's portfolios are sent home regularly, and the teachers have a section for parents to comment at the end of each learning story.

### What does this assessment tell us about literacy learning (using a *Te Whāriki* lens)?

In her later "Parent's comment", Rahsaan's mother confirms that "superheroes seem to be the 'in' thing at the moment". She also describes Rahsaan's way of playing as "creative and imaginative". Knowing that the kinds of literacy practices he enjoys at home are also valued at the centre is likely to encourage Rahsaan's identity as a confident learner. The teacher comments that he was "totally immersed" in the story, and his mother comments on his capacity to be "very engrossed if it is something that interests him". The teachers and Rahsaan's family confirm for Rahsaan that play is valued as meaningful learning, a goal in the Exploration/Mana Aotūroa strand of *Te Whāriki*. At the same time, he is strengthening his recall and understanding of a story from the wider culture, an aspect of the Communication/Mana Reo strand, by contributing his ideas at the early childhood centre.

### How does this assessment exemplify developing competence in literacy?

For Rahsaan, the motivation to participate in stories and reading is dependent on these activities fitting in with his current interest in dramatising characters from popular culture. (In a later assessment, he tells his own Pokemon story to his teacher and she writes it down. There are also other references to his interest in being Spiderman.)

Rahsaan demonstrates the ability to memorise and to retell details of a story or event. His mother later confirms this skill. When Rahsaan asks his teacher to find parts of the story in the book, he is demonstrating his understanding that stories are recorded in books and that written text remains constant.