

Jet's mother contributes to the assessment

Child's name: Jet
Date: 15/06

Parent's Voice

	Examples or cues	A LEARNING STORY
<div>learning</div> <div>interest</div>	TAKING AN INTEREST Finding an interest here – a topic, an activity, a role. Recognising the familiar, enjoying the unfamiliar. Coping with change.	Sometimes it doesn't matter how hard you try, but the fish can get away from you in the bath.
<div>well-being</div> <div>involved</div>	BEING INVOLVED Paying attention for a sustained period, feeling safe, trusting others, being playful with others and/or materials.	Jet spent 20 minutes trying to herd the red, blue and yellow plastic fish into his hands. He patiently followed the fish from one side of the bath to the other or sighed heavily after trying for so long.
<div>application</div> <div>with difficulty</div>	PERSISTING WITH DIFFICULTY Setting and choosing difficult tasks. Using a range of strategies to solve problems when 'stuck' (be specific).	
<div>communication</div> <div>idea or a feeling</div>	EXPRESSING AN IDEA OR A FEELING In a range of ways (specify). For example: oral language, gestures, music, art, writing, using numbers and patterns, telling stories.	
<div>contributing</div> <div>responsibility</div>	TAKING RESPONSIBILITY Responding to others, to stories, and imagined events, ensuring that things are fair, self-evaluating, helping others, contributing to programs.	

Kupu hōu

kaumanga = bath tub
whiri = herd, throw
ngakau rī = humble, patient
whai atu = chase
tahataha = sides
aue = sigh

He ngakau rī tonu ka whai atu i ngā ika ki ngā tahataha a te kaumanga, a a ka aue atu i tana mahi.

What's happening here?

Jet's mother tells a story about bath time at home and uses it as an opportunity to provide the staff at the childcare centre with some vocabulary in te reo Māori.

What aspects of family and community involvement does this assessment exemplify?

The documented assessments at this centre provide a site and an invitation for families and whānau to participate in the curriculum and the assessment practice. Jet's mother is participating in both of these by contributing a story from home that can be read back to Jet in Māori (encouraging the use of te reo Māori with him at the centre and supporting the staff's developing competence with te reo Māori).

How might this documented assessment contribute to participation by family and community?

The staff can share the story from home with Jet in both Māori and English. Having it written down ensures that they use te reo Māori correctly. A written story also encourages the use of te reo Māori in narrative rather than just the occasional word.

Jet's mother is assisting the staff to learn te reo Māori and to use it confidently. She is using stories from home as a context for this, adding vocabulary that the teachers may find unfamiliar.

What might this tell us about informal noticing, recognising, and responding in this place?

This exemplar illustrates that the teachers are willing to share the teacher role with family and whānau.