

# Bella and Nina dancing



Bella has been dancing with her friends at playcentre. Her little sister, Nina, approaches the dancing. She seems very interested in the poi. Nina picks up the poi and begins to explore its movement.



In this photo, Nina has dropped the poi and is working with a flag and castanets. The older children are dancing behind her. She seems very involved.



Nina swings the poi from a small height. The older children continue to dance around the deck.



Nina decides that she will participate in the dancing. She waves her flag to the music. The older children wave their streamers.

The family connection is very important here. Nina may not have chosen to participate as readily if her older sister had not been close by. Bella has played a role in inducting Nina into the playcentre by being a safe and known person who could help Nina become involved. Bella and Nina have a new sibling on the way. Next it will be Nina's turn to nurture and create a sense of belonging for another.

## What's happening here?

Nina approaches a group of children dancing that includes her older sister. After exploring movement with some of the resources nearby, Nina finally decides to join in.

## What aspects of reciprocal and responsive relationships does this assessment exemplify?

This assessment emphasises that Nina is willing to participate in dancing with Bella's support.

A programme in which children can participate with younger siblings – the family connection – is cited here as “very important”. The teacher notes that this is an important aspect of the opportunity to learn and that “Nina may not have chosen to participate as readily if her older sister had not been close by.”

## How might this documented assessment contribute to developing reciprocal and responsive relationships?

The writer of the assessment recognises that learning is built on responsive and reciprocal relationships. She adds, “Bella and Nina have a new sibling on the way. Next it will be Nina's turn to nurture and create a sense of belonging for another.” Because this episode has been documented with photos as well as in writing, it can be read to Nina and Bella. This will help them to construct the view that older children provide support for younger children at this centre (and that Nina will have a turn at taking on the role of an older child).

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

Older children helping younger children appears to be a valued aspect of the pedagogy here, particularly for nurturing and developing a sense of belonging. In this case, the role of the older child is to model participation.