

A shadow came creeping

Story one (written by Caroline)

Jo was settling a child by reading to him. Jo's expressive language caught Bede's attention. He moved over to sit beside Jo and Charlie. He began to point to the pictures with "oohs" and "ahs" and saying "cat", "mouse", and "shadows". When Jo had finished reading, Bede brought the book over to me. We sat together and read. Whenever I said "a shadow came creeping", Bede would go "Ooh, shadow!" and laugh. I saw Bede with the book several times during the morning.

Review

Bede's interest in books is shown in this story. He chooses to sit with Jo, then continues the exploration of this particular story with me. [Reference: Judy Waite (1998). "Mouse, Look Out!" Mascot, NSW: Koala Books.]

Story two (written by Kim)

Bede walked up to me today with a book called *Mouse, Look Out!* He handed it to me, saying, "Shadows, shadows." I assumed that someone during the week had read this book to Bede. We sat down together and read the book, looking for the cat and the mouse. I would ask Bede where the shadows were. "Shadows, shadows," he would say. During the day, on a number of occasions, I heard Bede saying, "Shadows, shadows," and saw him sitting down reading the book to himself. When Darren, Bede's dad, came to collect him, I asked him if he'd like to take the book home as Bede had shown a real interest in this story and in shadows. The next day, Bede and Tania brought the book back, sat down, and read it together. Tania said that they had read it many times and were going to explore shadows in the weekend.

Review

Over the day, Bede showed a fascination with a new concept, "shadows". The interest was sparked by an expressive story. We should look for some more books based on similar concepts. In everyday activities, we can extend Bede's understanding of shadows.

Bede's Parent's Voice

Child's name: Bede
Date: 27/02/02
Teacher: Caroline

Te Whāriki	Examples or Cues	Whānau voice
Taking an interest	Finding an interest here. A topic, an activity, a role. Recognising the familiar. Enjoying the unfamiliar. Coping with change	Just Bede and Mum went to Memorial Park for some quality time together. We discussed our shadows and waved and chased them. When Bede first discovered his shadow a few weeks ago he got quite a fright and tried to run away from it saying "no shadow, go away". He is now happy to show you where his shadow is and says "goodbye shadow" when he has had enough of the game.
Belonging Mana whenua	Paying attention for a sustained period, feeling safe, trusting others. Being playful with others and/or materials	We also discovered that if you talk, and in Bede's case, yell, down a long tunnel you get an echo. He loves this and we spent ages going to all the tunnels and yelling down them.
Being Involved	In a range of ways (specify) for example: oral language, gesture, music, art, writing, using numbers and patterns, telling stories.	He is still grasping the concept that there needs to be a tunnel and every now and then he just yells and says "echo". I have to remind him that he is just shouting rather than creating an echo.
Well-Being Mana atua	Responding to others, to stories, imagined events, ensuring that things are fair, self-evaluating, helping others, contributing to the programme.	Our next stage is to go to the library and get some books on both subjects, talk about them some more and find new ways of exploring them.
Expressing an idea or feeling	Setting and choosing difficult tasks. Using a range of strategies to solve problems when 'stuck'. Be specific.	
Communication Mana reo		
Taking Responsibility		
Contribution Mana tangata		
Persisting with difficulty		
Exploration Mana aotūroa		

What's happening here?

There are several assessments in this exemplar: Caroline writes about Bede listening to Jo read a story. Caroline reads Bede the same story. Kim also reads the same story to Bede and suggests to his father that they take it home because of his interest in it.

Bede and his mother go to the park and play a game that involves his shadow. She writes about this for Bede's portfolio, explaining that he used to be frightened of his shadow. She adds some information about how Bede discovered echoes, notes his confusion between what the words "echo" and "yell" mean, and decides that the next stage is to go to the library.

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

Three teachers and two parents play parts in this series of stories that include Bede's words in response to the book. The documented record is a fragment of ongoing conversations that include the family, a number of teachers in the childcare centre, and Bede.

The documented assessments are part of "learning in progress" as Bede makes meaning of things such as shadows. They record Bede's participation in a number of activities. Each contributor to the record suggests ways in which the learning might be continued, such as reading more books, including books about shadows and echoes, extending Bede's understanding of "shadows" through everyday activities, and using the library. Bede's teachers and his parents are listening to and observing his shifting focus and interests and sharing what they learn.

The documented part of this ongoing "conversation" informs the everyday conversations among teachers and between family and teachers. Several lenses are valued here: Caroline notes Bede's interest in books; on separate occasions, Jo and Kim note Bede's fascination with the concept of "shadows"; and Bede's mother suggests that this is not a new concept for him and that he has also become interested in "echoes".

What is exemplified here is the interplay between books, experiences, and conversations in two places as Bede makes sense of "shadows" and "echoes".

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

At the end of a long day in a childcare centre, there often isn't time for extended conversations about the day. Because pieces of the whole "jigsaw" were recorded, all the players become reciprocal and responsive participants in Bede's learning. Kim finds out that Jo has read *Mouse, Look Out!* to Bede and what his reaction was. Bede's parents can make connections between Bede's experiences at the childcare centre and at home and so can the teachers.

The documented assessment invites the parents to be involved in this "conversation". The stories go home for the family to read, and the book is lent to the family.

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

In this place, the informal and the formal (recorded) conversations are of a similar kind: the teachers describe events during the child's day to the parents, and the parents describe events at home. Here the conversations build together on the same topic to help Bede to explore the concepts of "shadows" and "echoes". Informal, unrecorded conversations will have added to this.