

Mana Reo

Assessment One

- Amokura is now using two-word sentences and is on the verge of extending them to three or four. Her favourite sentence at the moment is “He inu māku.”
- When she is given simple instructions in Māori, Amokura has a great understanding of what is being said: “Tangohia ōu hū ki waho” and “Horoia ōu ringaringa.”



Amokura enjoys karakia each morning. She will stand up patiently and listen as a whaea runs through her pepeha.



Amokura enjoys either having a book read to her or sitting on the cushions reading through a book on her own.



Amokura loves waiata, her favourite songs being “Hei Tira Tira”, “Pūrerehua”, “Kei raro i te Moana” and “Tita Tita”. Her best performance is with the award-winning haka stance in “Ka Mate”.

- Amokura has learned the other children’s names very well and can put the name to a face. Mimicking the other children has helped her pronunciation. Her favourites are “Koouuuu” (Kohu), “Kawakawa”, “Poowai” (Te Puawai), and “Baea” for the attention of the closest whaea. And she has finally learned how to say “Whaea Bernie”. YEAH BABY!!!!

- Amokura has a great sense of humour and can often be heard having a giggle with either the staff or other children.

Links to Te Whāriki

“Toddlers have plenty of opportunities to talk with other children, to play verbal games, and to encounter a widening range of books, songs, poems, and chants.” (page 71)

Needs identified

Amokura needs to maintain and extend her current language level.

Strategies

1. Read a book to her at least once a day.
2. Encourage her to kōrero as much as possible.
3. Use repetition and try to encourage her to repeat after us where appropriate.
4. Introduce new waiata.

Assessment Two

Tohenga tuarua

“Children experience an environment where they develop verbal communication skills for a range of purposes.” (Te Whāriki, page 72)

- Amokura can say her pepeha almost right through without assistance.
- She has a good understanding of te reo Māori, showing us by either attending to the task asked of her or answering the question, often using a mix of bilingual sentences and full sentences in Māori. (Her preference is Māori.)
- Amokura is also starting to use more complex sentence structures, such as “Ka taea e koe ki te hua” (huakina) as she was passing me her chippies to open.
- She recognises the names of body parts or items in books.
- Amokura is able to express her feelings or needs verbally – and non-verbally, I might add, by stamping her feet and giving you her look of disapproval!
- She enjoys singing and doing all the actions, her favourite songs being “Pūrerehua” and “Te Tereina”.

Developing skills

Increasing language skills: repeating patterns, practising different vowel and consonant sounds.

Pre-reading skills: recognition, pointing, naming, telling the story from the pictures she sees, holding the book up the right way, often reading from the middle to the front then back to the end.

Responding to and recognising rhythm: remembering the actions to the waiata ā ringa or stamping to the beat of the drum.

It has really been awesome to see and hear Amokura's reo develop over the past few months, an area which I feel that she has excelled in.

Needs identified

To continue to encourage and enhance Amokura's current language level.

Strategies

1. To encourage Amokura to use as much Māori as she can, providing the kupu and/or phrases where needed.
2. To encourage her to repeat the kupu and/or phrases after us.
3. To continue to read to Amokura as often as possible throughout the day, prompting questions that require a detailed answer (not "yes" or "no" ones).
4. To continue to encourage her interest in music by going over our latest waiata and introducing a few new waiata.
5. To continue to encourage her to say her own pepeha all the way through without assistance.

What's happening here?

These two assessments document Amokura's progress in te reo Māori over several months, including, in some detail, the contexts in which she has been learning and her favourite waiata.

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

This exemplar is an example of an assessment that makes a close link between achievement and the opportunity to learn within reciprocal and responsive relationships with people, places, and things. It provides details of the activities and relationships that form the context in which Amokura's facility with te reo Māori is developing. These include the use of simple instructions (two of which are included), the repetition of karakia and pepeha, mimicking the other children, having books read to her, and singing songs. (Her favourites are included.)

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

Documenting Amokura's ability with te reo Māori in such detail alerts all involved, including those at home, when she progresses further.

Documenting the contexts in which Amokura's facility with te reo Māori is developing is very helpful for others building relationships with her and teaching her.

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

These assessments demonstrate the multiple ways in which Amokura is being taught. These include:

- modelling (for example, karakia, pepeha, and conversations in te reo Māori);
- orchestrating situations in which understanding te reo is useful (for example, giving simple instructions and using people's names in order to get their attention);
- inviting language (for example, by playing verbal games);
- setting up other interesting contexts in which Amokura and others can participate together using te reo Māori (for example, books, waiata, poems, and chants).