

# Tayla and “what next?”

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|---|--|---|---|
| Child's name: Tayla<br>Date: August<br>Teacher: Vicki   |  |   |   |
|   |  | <b>Examples or cues</b>   | <b>A LEARNING STORY</b>   |
| belonging<br>mana whenua  | <b>TAKING AN INTEREST</b>              | Finding an interest <i>here</i> – a topic, an activity, a role. Recognising the familiar, enjoying the unfamiliar. Coping with change.            | <p><i>While we were sitting at the collage table busily pasting and cutting, Kupu calls out “mat-time”. Tayla quickly gets up and walks to the entrance of the door and calls:</i></p> <p><i>“Haere mai ki te Whāriki”</i></p> <p><i>She turns back to me and gives me the biggest grin, and walks back to the collage table.</i></p> |
| well-being<br>mana atua   | <b>BEING INVOLVED</b>                  | Paying attention for a sustained period, feeling safe, trusting others. Being playful with others and/or materials.                               |   |
| exploration<br>mana aotūroa   | <b>PERSISTING WITH DIFFICULTY</b>      | Setting and choosing difficult tasks. Using a range of strategies to solve problems when ‘stuck’ (be specific).                                   |   |
| communication<br>mana reo   | <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.              |   |
| contribution<br>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. |   |
| <b>Short-term review</b>  |  | <b>What next?</b>   |   |
| <p><i>Tayla is so quick to respond to situations without any prompting. Every day I am learning about Tayla’s many skills and interests. She has beautiful reo and obviously knows her reo. Ka pai Tayla.</i></p> |  | <p><i>I’m just going to ask Tayla what next after I read this story to her!</i></p>   |   |

## What’s happening here?

Tayla assists with the early childhood centre’s schedule: the call to mat time. She decides to call in te reo Māori.

## What aspects of children’s contribution to assessments does this exemplify?

In this example, the teacher plans for the child to contribute to the record. The “What next?” section of the assessment will be written or completed by the child: “I’m just going to ask Tayla ‘What next?’ after I read this story to her!”

## How might this assessment develop children’s capacity to contribute to assessments?

This written story is a catalyst for a later discussion. The teacher clearly plans to read this

story back to Tayla and to invite her contribution. The discussion that follows this reading may not be recorded. It could include discussions about routines, use of te reo Māori, What next? for Tayla, and perhaps the programme schedule in general.

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

There is a feeling of partnership here between the teacher and the child: the teacher appreciates Tayla’s use of te reo Māori, her taking responsibility, and her “biggest grin”. She is also anticipating Tayla’s contribution to the planning that will follow from the episode recorded here.