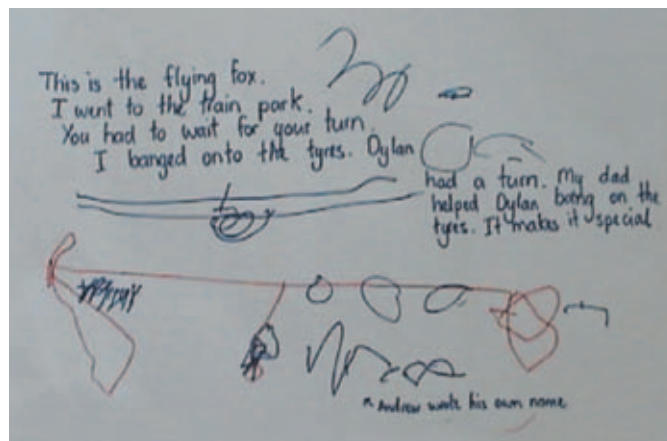


The Flying Fox

Child's name: Andrew
Date: February
Teacher: Karen

		Examples or cues	A LEARNING STORY
belonging mana wheroa	TAKING AN INTEREST	Finding an interest here – a topic, an activity, a role. Recognising the familiar, enjoying the unfamiliar. Coping with change.	When Andrew's mum came to kindergarten today, she got Andrew's portfolio and began to write a Parent's Voice. Andrew's mum was writing a story about Andrew's exciting weekend.
well-being mana atua	BEING INVOLVED	Paying attention for a sustained period, feeling safe, trusting others. Being playful with others and/or materials.	Later on in the session, I asked Andrew to share his story with me, and he got his file and proudly showed me his mum's story. We had a great discussion about the fun he had had on the flying fox and his visit to the park.
exploration mana aoturoa	PERSISTING WITH DIFFICULTY	Setting and choosing difficult tasks. Using a range of strategies to solve problems when 'stuck' (be specific).	I then suggested he might like to draw or paint a picture about his great weekend, and then we could write his story, too. Andrew decided to draw a picture and went and collected paper and pens.
communication mana teo	EXPRESSING AN IDEA OR A FEELING	In a range of ways (specify). For example: oral language, gesture, music, art, writing, using numbers and patterns, telling stories.	As he created his picture, he explained how the flying fox worked and I recorded his words. After I had finished writing, Andrew said he would write his name.
contribution mana tangata	TAKING RESPONSIBILITY	Responding to others, to stories, and imagined events, ensuring that things are fair, self-evaluating, helping others, contributing to programme.	Andrew asked to share his and his mum's stories at mat time. He very proudly stood up the front with his file and picture. He told the children about his flying fox adventure, and I read his story from his file.



Short-term review	What next?
<p>Thank you, Dantrea, for sharing Andrew's exciting weekend with us. This has given us an insight into Andrew's interest at present. It has also strengthened links between home and kindergarten and helps us to form a stronger relationship with Andrew.</p> <p>It is great to see Andrew expressing his ideas and interests with his friends and teachers. [Belonging, goal 2.3]</p>	<p>Continue to encourage Andrew to share his news about what he does at home.</p> <p>Record Andrew's ideas and thoughts in a story.</p> <p>Encourage Andrew to use his name card when he is writing his name.</p> <p>More Parent Voices would be great!</p>

Parent's Voice

A LEARNING STORY	
belonging mana whiri	<i>Last weekend, Andrew, Dylan, Mum, and Dad went to Cornwall Park.</i>
well-being mana aho	<i>Andrew's favourite toy was the flying fox. He kept telling all the kids to hold on very hard. Dylan had a turn, too. They also played on the train, slide, swing, and more. We all had a great time.</i>
exploration mana aotū	
communication mana kōwhiri	<i>I would like to see Andrew sharing his stories with his friends at the kindergarten mat time.</i>
contributions mana hōu	

What's happening here?

Andrew's mother contributes to his portfolio about what they did at the weekend and asks the teachers to include "Andrew sharing his stories with his friends at ... mat time".

What aspects of community participation does this assessment exemplify?

The assessment portfolio here invites Andrew's family into the curriculum. Andrew's mother wants him to develop the ability to describe an event to a group of children. The teachers respond accordingly, indicating that they respect and value her contribution to the curriculum.

How might this assessment encourage community participation?

The short-term review in this assessment is written directly to the parent, thanking her for her contribution. The written contributions are a conversation. This is the first of several such sequences, in which the parent describes an event at the weekend and Andrew shares the news with a group.

These sequences are read at home to Andrew and to others in the family, strengthening their participation in the wider community of learners.

Andrew asks for his work to be displayed on the wall of the centre and, when his mother comes at the end of the session, he shows it to her. The wall display provides another way of showing that the teachers value the family's voice.

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

This is a centre where a high proportion of families, including Andrew's, are from non-English-speaking backgrounds. The written assessment reflects a pedagogy that values contributions from families. It incorporates families' ideas into opportunities for children to communicate with others and to begin writing in a meaningful and valued context.