

## Exemplars

Children's names: Matiu and Heremaia Date: 23 July		<b>Nanny's Story</b>
<b>A LEARNING STORY</b>		
belonging mana whienua	TAKING AN INTEREST	Nanny came into Kindergarten today with Matiu and Heremaia. They were both proudly holding the pūrerehua they made with nanny at home. "Hoatu ki a whaea," says Nan. Matiu gives me his pūrerehua.
well-being mana atua	BEING INVOLVED	"You know what it's made of?" he asks, smiling at me. "I'm not too sure, Matiu, can you tell me?" "I made it from fish heads, me and Nanny, see?" "Were the fish heads nice?" I ask.
exploration mana aotūroa	PERSISTING WITH DIFFICULTY	"Mmm, yeah" he replies. Nanny told me that they did a karakia and gave the first fish back to Tangaroa (Guardian of the Sea), then they caught some more. Those ones they took home and ate them for kai.
communication mana reco	EXPRESSING AN IDEA OR A FEELING	Then Matiu, Heremaia and Nan made the purerehua from the fish heads. I asked Matiu and Heremaia if they would like to put their pūrerehua into the office so they were kept safe.
contribution mana tangata	TAKING RESPONSIBILITY	Matiu asked if he could have news today at the mat. "I think that is a good idea, Matiu". We leave the wonderful purerehua in the office ready for mat-time.
<b>Short-term review</b>		
<p>What a wonderful learning experience for the family to share with the other children. Nanny felt comfortable to share her knowledge and this wonderful activity she did with her mokopuna and with the teachers. Nanny's knowledge of Te Ao Māori is reflected in the conversation and is shared with teachers (e.g. Karakia).</p> <p>Thanks for the wonderful idea, nanny, all we need to do now is catch a fish!!!!</p>		

### What's happening here?

Matiu and Heremaia proudly bring pūrerehua they made at home with their nanny. Nanny's story about fishing and the cultural traditions associated with fishing is added (with her permission) to her mokopuna's portfolio. Matiu repeats the story at mat time, and it is later incorporated in the children's play.

### What aspects of community participation does this assessment exemplify?

Matiu's nanny contributes a story and cultural knowledge to the early childhood centre, and the teacher writes it down for Matiu's portfolio. Matiu repeats the story at mat time. The children later incorporate it in their play.

## Ngā tauaromahi

### How might this assessment encourage community participation?

At this kindergarten, the head teacher's first language is Māori, and many family members speak te reo Māori while they are at the centre. Families frequently share kai moana with the children, and photographs of a community event in which the families opened and ate mussels became part of the documentation on the wall of the kindergarten.

Cultural themes and community events and knowledge are an integral part of this early childhood programme. Community participation is enhanced through the use of te reo Māori and the support of tikanga Māori, as is evident in this assessment.

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

Both Nanny and Matiu told this story. The teachers recognise its importance and may well tell it again when other stories are told to remind the children of culturally valued traditions.

The teachers frequently include photographs of similar episodes in documentation displayed on the wall.