

# “Did they have alarms at your centre?”

Child’s name: *Jesse*

Date: *3 September*

Teacher: *Wendy*

		Examples or cues	A Learning Story
belonging mana whetuna	<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. Courage.	<i>Jesse:</i> At your centre, did you have sleeptime? <i>Wendy:</i> Yes, we did. <i>Jesse:</i> Did you have mahi taonga time, too?
well-being mana atua	<b>Being Involved</b>	Emotional well-being. Sustained attention, feeling safe, trusting others. Being playful with others and/or materials.	<i>Wendy:</i> No, we didn't have mahi taonga time. That is something special that we do here. <i>Jesse:</i> So the children can do it here?
exploration mana aotirua	<b>Persisting with difficulty, challenge and uncertainty</b>	Setting and choosing difficult tasks. Using a range of strategies to solve problems when stuck. Puzzlement and curiosity.	<i>Wendy:</i> Yes, they can. <i>Jesse:</i> Did they have alarms at your centre and a practice with the alarms?
communication mana ro	<b>Expressing an idea or a feeling</b>	In a range of ways (specify). (100 languages of children). Taking initiative, child: child, child: adult interactions	<i>Wendy:</i> Yes, we did have alarms and a practice. <i>Jesse:</i> Not a real fire? <i>Wendy:</i> No, just a practice. <i>Jesse:</i> Are the alarms still there?
contribution mana langata	<b>Taking responsibility in the social setting</b>	Responding to others, to stories and imagined events, ensuring that things are fair, helping others, contributing to programme. Negotiation, turn-taking, scaffolding	<i>Wendy:</i> Yes, they are. <i>Jesse:</i> Why? <i>Wendy:</i> So the other people that use the building can have a practice fire drill.

## Short-term review

*Jesse has an understanding of the routines, customs, and regular events of the centre and an understanding that these can be different in other settings.*

*Jesse's language skills are increasingly complex, such as asking relevant questions, asking for clarification, discussing alternatives and keeping a conversation on track.*

## What next?

*Ongoing conversations with the children who have shifted over from the other centre.*

### What’s happening here?

A childcare centre has closed down, and some of the staff and children have shifted to Jesse’s centre. Jesse asks one of the staff about what the other centre was like and how it compares with her centre.

### What aspects of competence does this assessment exemplify?

Jesse is developing her working theory or understanding about childcare centres. She asks questions about what happens in different childcare centres. She is interested in the routines and the regular events in which the children and teachers participate: sleep time, mahi taonga time, and fire drills. She can imagine alternative customs.

The teacher also comments that Jesse’s exploration of this topic reveals evidence of her increasingly complex language skills.

### How might this documented assessment contribute to developing competence?

Jesse’s language and inquiry skills are being

tracked by detailed documentation that includes accurate reporting of her comments.

Documenting this conversation makes it possible for Jesse and the teacher to revisit the topic, discussing it further to help Jesse to increase her understanding of childcare centres.

The What next? heading signals that Jesse and the children who have shifted to the new childcare centre are probably interested in exploring this topic and making comparisons. This is a conversation in progress that may be taken up by other teachers.

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

This was probably a very short conversation, one of many between the children and adults on topics of interest to the children, the adults, or both. Wendy took the time to write it down, which suggests that such jointly focused conversations are highly valued. The centre presumably makes time for them, and adults take them seriously.