

## Alex the writer

### Alex at the beach, writing in her notebook

Teacher: Robyn



**When we were at the beach, I noticed Alex busy writing in her notebook. She was totally absorbed in the task, standing on her own and writing. She even had her pencil with her – she had come prepared!**



**The next day, Alex was looking at the photo of her writing at the beach. She said that she had been writing about the long steps there. She decided to make another book the same size, and she drew a picture in it of the steps and the flowers we saw at the beach. Leah said that she was a real journalist! What a wonderful understanding Alex has of meaningful literacy.**

### What's happening here?

During a trip to the beach, Alex writes in her notebook. A teacher takes a photo.

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

Alex understands the “script” for being a writer (or a journalist). She has a notebook and a pencil and writes during significant events, in this case, a trip to the beach.

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

The record includes the comment that “she was a real journalist”. Comments like this in the written record, read back to Alex, encourage her to view herself as competent.

The photograph encourages Alex to recall what she was interested in at the time and to draw a picture of her interest: the long steps.

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

The teachers at this childcare centre take the children on frequent visits to nearby places. They record the trips in photographs and written stories, often writing down what the children say in order to explore it later. (Alex may be copying this way of responding to learning experiences.)