



l
m
m
y



o
a
e
e
e
e



Child's name: **Imogen**

Teacher: **Rosie**

		Examples or cues	A LEARNING STORY
Belonging mana whenua	TAKING AN INTEREST	Finding an interest here – a topic, an activity, a role. Recognising the familiar, enjoying the unfamiliar. Coping with change.	If ever there is music playing, you can always be sure that Immy will be there, ready to dance as quick as a flash. Today was no exception ... I arrived to find her swirling the two ribbons to and fro. “Up in the air,” I gestured. “Down on the ground ... Immy continued to wave the ribbons, dancing to the beat. “You, too!” she called as she passed a ribbon to Lynn. After much jiving and swishing, Immy collapsed on the ground and said ... “Immy sleep.”
well-being mana atua	BEING INVOLVED	Paying attention for a sustained period, feeling safe, trusting others. Being playful with others and/or materials.	
exploration mana aotiorua	PERSISTING WITH DIFFICULTY	Setting and choosing difficult tasks. Using a range of strategies to solve problems when 'stuck' (be specific).	
communication mana reo	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.	
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.	

Short-term review

I always thoroughly enjoy witnessing Immy's passion for music and movement. It is amazing, too, the way in which her interest is sustained for long periods – she is more often than not the first to arrive and the last to leave after the music begins!
Her willingness to include Lynn in her dance demonstrates the trust and confidence she has in her.
I just loved the way she collapsed spontaneously on the floor! ... literally “danced till she dropped”!

What's happening here?

Music is playing, and Immy is swirling two ribbons to and fro.

What aspects of competence does this assessment exemplify?

Music and dancing are personal interests for Immy. She is “ready to dance” whenever there is music playing and is “the first to arrive and the last to leave”.

Immy communicates ideas through literacies in the arts – her dance and her spontaneous role play when she collapses on the floor and says “Immy sleep.”

The teacher comments on the “trust and confidence” Immy shows in including another person and on how she sustains her interest “for long periods”.

How might this documented assessment contribute to developing competence?

For Immy's family and teachers, this assessment records her interest in music and dancing. It is

made more complex by Immy's invitation to an adult to join in with her and her dramatic finale as she pretends to sleep.

For Immy, revisiting the record encourages a view of herself as a competent and joyful learner with an interest that is valued and whose social interactions and dramatic play are valued, too.

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

The teacher notices and comments on Immy's movement, perhaps to encourage the addition of a rhythm: “up in the air” and “down on the ground”. She appreciates Immy's interest and delight in music and the subtle complexities and strengths of this episode. She recognises, too, the ways in which it reflects Immy's ability to sustain an activity, to interact with others, and to experiment with literacies in the arts.