

Sherina sings hello

Child: Sherina
Date: 6 October
Teacher: Janet

The child's voice

		A learning story	
belonging mana whenua	TAKING AN INTEREST	<p>First day of term 4, Mum brought Sherina into kindergarten and took her to see Sue. "Hello, Susie," sang Mum.</p> <p>"Susie, Susie," sang Sherina.</p> <p>"Hello, Sherina," I sang to Sherina.</p> <p>"Hello, Janet," sang Mum.</p> <p>"Hello, Janet," sang Sherina, using the same melody.</p> <p>Mum told me that Sherina finds it easier to sing people's names instead of saying them.</p>	<p>Review</p> <p>I have been using chants and singing when interacting with Sherina but hadn't thought of using them in greetings.</p> <p>Follow-up</p> <p>Since then, I've used singing when giving instructions and information, and Sherina sings them back to me.</p>
well-being mana atua	BEING INVOLVED		
exploration mana aotūroa	PERSISTING WITH DIFFICULTY		
communication manareo	EXPRESSING AN IDEA OR A FEELING		
contribution mana tangata	TAKING RESPONSIBILITY		

What's happening here?

Sherina's teacher knows that Sherina is responsive to music, and her portfolio has lots of examples of her happily involved in musical activities. The teacher records this story because she is excited to find out that Sherina can sing people's names when greeting them. She goes on to use this strategy whenever she wants to give instructions or information to Sherina, helping to promote an inclusive environment where Sherina's unique way of communicating is valued.

What aspects of inclusive assessment does this exemplify?

Good communication between home and the centre is vital for successful inclusive practice. Here, by listening to the parent and recording what she learns from her, the teacher discovers a strategy she can use in communicating with Sherina. The written record demonstrates to Sherina's mother that her input to the curriculum is valued: her voice, along with Sherina's, has contributed to Sherina's programme.

How might this assessment contribute to this child's learning and development?

This teacher's follow-up note shows us how useful this documented assessment has been. She increases the amount of singing she uses, and as Sherina responds, the interactions snowball. Documenting this knowledge shares it with the other teachers who work with Sherina and gives them a strategy for development.

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

This is an example of recognising success at the point at which a child is operating and consequently identifying a powerful teaching strategy. Sherina's teacher tells us how she has gone on to use this strategy and that Sherina has been responsive to it.

Later, she also comments that "More learning took place when there was an emotional impact." This is true for her as well as for Sherina – one of the interventionists had already recommended singing with Sherina, and she and the other teachers had been trying to do so, but it is seeing Sherina's mother doing it successfully that has a real impact.