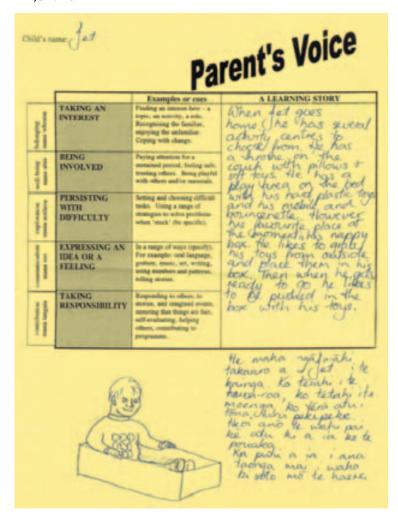
A bilingual parent's voice

June 18



What's happening here?

The teachers in this childcare centre are developing their skills in te reo Māori, helped by Jet's mother. They are including te reo in a document of high value: Jet's assessment portfolio. Another exemplar from this parent, including kupu hou [new words], appears in Book 2 (page 25).

What aspects of bicultural assessment does this exemplify?

Whānau participate in the assessment practice. They use assessment stories from home to contribute to the curriculum, encouraging the teachers to use te reo Māori in their daily routines and to read stories from home in te reo.

How might this assessment contribute to bicultural practice here?

Jet's mother comments that the staff read Jet's stories, look at words from the Māori text, and try

to incorporate them into their daily routine. Some of the teachers have asked her to clarify the meanings of some of the words further, and they use them with each other. She writes: "They are very conscientious about their pronunciation and about attempting to speak to him [Jet] in Māori. Māori is the main language we use when he [Jet] is at home ... so there is an ongoing attempt to ensure continuity in both settings. I really applaud the staff because most of this is done using their own initiative."

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

Jet's mother's comments indicate a commitment by these early childhood teachers to using te reo Māori and incorporating it into the daily routine. The staff acknowledge Jet's mother as the "expert"; they seek advice and information from whānau.