

A bilingual parent's voice


June 18

Child's name: *Jet*

Parent's Voice

	Examples of ones	A LEARNING STORY
Adapting to new situations	TAKING AN INTEREST Finding an interest here - a topic, an activity, a role. Recognising the familiar, enjoying the unfamiliar. Coping with change.	<p>When Jet goes home, he has several activity centres to choose from. He has a shroome on the couch with pillows & soft toys. He has a play area on the bed with his hard plastic toys and his mobile and bouncers. However his favourite place at the moment is his nappy bag. He likes to grab his toys from outside and place them in his bag. Then when he gets ready to go he likes to be pushed in the bag with his toys.</p>
Well being - sense of self	BEING INVOLVED Paying attention for a sustained period. Being self trusting others. Being playful with others and/or materials.	
Engagement - sense of achievement	PERSISTING WITH DIFFICULTY Setting and choosing difficult tasks. Using a range of strategies to solve problems when 'stuck' (be specific).	
Communication - sense of connection	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.	
Contributions - sense of belonging	TAKING RESPONSIBILITY Responding to others, to stories, and imagined events, ensuring that things are fair, self-evaluating, helping others, contributing to programmes.	

He maha māfāfāhi
takaaro a Jet i te
kōinga. Ka tēhahi i te
tēhahi-roa, ko tētahi i te
mānuka, ko tētahi atu
tēhahi pakeke.
Hei anō te wahi pū
ke atu he a ia ko te
pūkeke.
Ka pūkeke a ia i ana
tōhanga māi, wāhoko
he oho mā te hāhau.



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.