

Dreaming the day away

Lewis went to sleep early but only for a little while before he let us know that sleep wasn't what he wanted just then. So up to play and we set up a blanket outside for him to enjoy the sights and sounds of the children around him. Some older ones came over straight away as Lewis is a favourite baby. They offered him toys and for a while he was interested but not offering his usual delighted interactions.

So we tried a sleep again but "No way" said Lewis. What about a bottle then and we settled down outside but, oh no, too much action out there. So we went to have a drink in our very quiet inside room. What a difference! No busy attending to everything else. Straight to the business at hand. And when he'd finished, he looked at me in that dreamy way nodding his head slightly as if to say, "Tuck me in please, I'm so full I can hardly hold myself up."

Then snuggling in, dummy and musical toy in place, he instantly went to sleep.

What learning was happening?

Well, the learning was all mine as I tried to figure out what Lewis wanted. In the end, it was a nice warm bottle, a quiet place to drink it and being tucked up snug and warm in bed. I promise I'll try to remember the signs next time, Lewis.

What's happening here?

Lewis is a baby, and his primary caregiver is getting to know his requirements and habits.

What does this assessment tell us about the learning (using a Well-being/Mana Atua lens)?

This is about the well-being of a baby. The caregiver is responding to Lewis's cues in order to "figure out what Lewis wanted", and presumably Lewis is on the way to developing a disposition to relate to others and to enjoy his experiences at the childcare centre.

How might this documented assessment contribute to Well-being/Mana Atua?

In this centre, learning stories are regularly shared with other teachers to help all reflect on their practice and to assist them as they get to know the children. When this story is shared, the opportunity arises to reflect on appropriate responses to babies' non-verbal cues. Families are particularly interested in stories like this that demonstrate their children's well-being.

In reading this assessment, Lewis's family will be reassured that Lewis's health and well-being are being considered carefully and attentively.

What other strands of Te Whāriki are exemplified here?

This story is also a good example of an adult interpreting non-verbal cues *communicated* by a baby. The teacher describes behaviour: "he looked at me in that dreamy way nodding his head slightly"; interprets it: "as if to say 'Tuck me in please, I'm so full I can hardly hold myself up'"; and responds accordingly.