

May
Teacher: Fran

Fish pie, please

Nicholas loves all the smells, sights and workings of the kitchen at the centre. He often enquires about what we are having for lunch or afternoon tea. The following conversation about the lunch menu was recorded by Alison, the centre chef.

On Friday Nic asked me if we could have smoked fish pie for lunch as it was his favourite dish. I replied that we were out of milk, so I couldn't make it. Nic then asked me if we needed milk to make fish pie. Not hearing his statement correctly, I once again said that we didn't have any milk. Nic's reply: "No, I'm asking you if you **need** milk to make the fish pie." I told Nic about all the ingredients that were required to make the white sauce – flour, milk and butter.

Today was Monday and after the weekend Nic had not forgotten. "Alison, can we have fish pie today now that we have milk? You can make it if you stir it."

And so the menu for Monday reads as follows:

Fish pie on a bed of rice.

Alison, Tots Centre Chef

Nicholas, your interest in all things around you is apparent in your everyday interactions with others and the environment. When Alison told me about her conversation with you, it reminded me of how much you love to converse with others, enquiring, asking questions and making discoveries. I wonder if you like to cook at home? Does your interest in cooking stem from watching your mum and dad in the kitchen making special meals for you or just from your love of good food? **Fran**



What's happening here?

The story of Nicholas requesting fish pie for lunch was originally told to Fran, the teacher, by Alison, the chef at the childcare centre.

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

This exemplar is about Nic's interest and involvement in preparing food. It is also about Nic having a say in the menu – this is an opportunity for him to learn that his opinion is valued and that the adults at the centre will act on it.

Parents' voice

Our kitchen is the focal point of our living area and much time is spent there during our time together at home as a family. Nic always has an interest in what we are cooking or doing in the kitchen. More recently he has started to get more involved in the goings-on in our kitchen, and has helped Mum cook a banana cake with chocolate chips, and last weekend, a chocolate cake. He is especially helpful when it is time to eat! Maybe we could all make smoked fish pie in our kitchen.

Mum and Dad

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

As a result of this documentation and two prompting questions from the teacher, the parents contribute to continuity between home and the centre. They add information about Nic's involvement in food preparation at home and suggest that they might make smoked fish pie at home as well. Nic expresses a desire for a particular meal at the centre. His parents recognise his interest and enthusiasm in planning the centre's lunchtime menu and may extend this process of choosing the menu beyond the centre to their own home.

What other strands of Te Whāriki are exemplified here?

The teacher comments on the way Nic loves "to converse with others, enquiring, asking questions and making discoveries", and these are all strategies for *communication* and *exploration*. Moreover, Nic takes part in deciding the direction for one of the centre's routines, which is evidence of his sense of *belonging* in the centre's environment.