• Amokura has a great sense of humour and can often be heard having a giggle with either the staff or other children.

Links to *Te Whāriki*

“Toddlers have plenty of opportunities to talk with other children, to play verbal games, and to encounter a widening range of books, songs, poems, and chants.” (page 71)

**Needs identified**

Amokura needs to maintain and extend her current language level.

**Strategies**

1. Read a book to her at least once a day.
2. Encourage her to kôrero as much as possible.
3. Use repetition and try to encourage her to repeat after us where appropriate.
4. Introduce new waiata.

**Assessment Two**

**Tohenga tuarua**

“Children experience an environment where they develop verbal communication skills for a range of purposes.” (*Te Whāriki*, page 72)

• Amokura can say her pepeha almost right through without assistance.

• She has a good understanding of te reo Māori, showing us by either attending to the task asked of her or answering the question, often using a mix of bilingual sentences and full sentences in Māori. (Her preference is Māori.)

• Amokura is also starting to use more complex sentence structures, such as “Ka taea e koe ki te hua” (huakina) as she was passing me her chippies to open.

• She recognises the names of body parts or items in books.

• Amokura has learned the other children’s names very well and can put the name to a face. Mimicking the other children has helped her pronunciation. Her favourites are “Koouuuu” (Kohu), “Kawakawa”, “Poowai” (Te Puawai), and “Baea” for the attention of the closest whaea. And she has finally learned how to say “Whaea Bernie”. YEAH BABY!!!!!
What aspects of reciprocal and responsive relationships does this assessment exemplify?

This exemplar is an example of an assessment that makes a close link between achievement and the opportunity to learn within reciprocal and responsive relationships with people, places, and things. It provides details of the activities and relationships that form the context in which Amokura's facility with te reo Māori is developing. These include the use of simple instructions (two of which are included), the repetition of karakia and pepeha, mimicking the other children, having books read to her, and singing songs. (Her favourites are included.)

How might this documented assessment contribute to developing reciprocal and responsive relationships?

Documenting Amokura's ability with te reo Māori in such detail alerts all involved, including those at home, when she progresses further. Documenting the contexts in which Amokura's facility with te reo Māori is developing is very helpful for others building relationships with her and teaching her.

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

These assessments demonstrate the multiple ways in which Amokura is being taught. These include:

- modelling (for example, karakia, pepeha, and conversations in te reo Māori);
- orchestrating situations in which understanding te reo is useful (for example, giving simple instructions and using people's names in order to get their attention);
- inviting language (for example, by playing verbal games);
- setting up other interesting contexts in which Amokura and others can participate together using te reo Māori (for example, books, waiata, poems, and chants).