

Hatupatu and the birdwoman

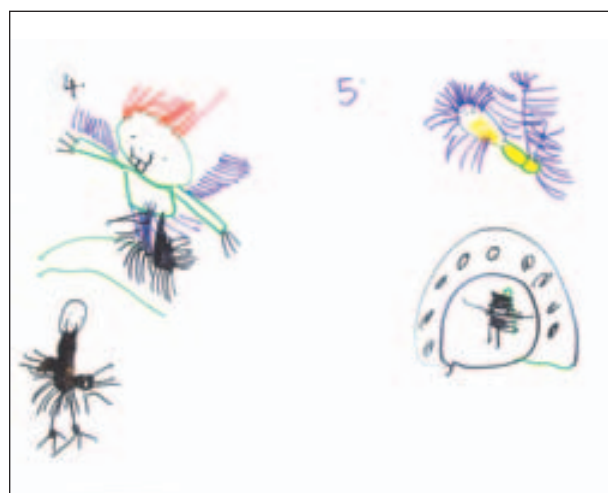
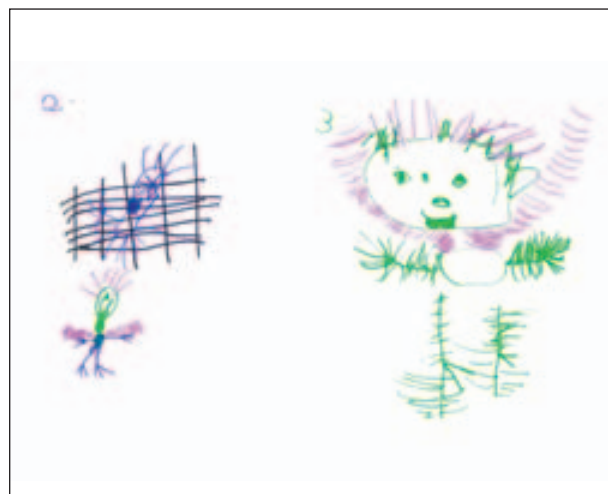
Children: Joe and Elliot

Date: 27 August

Teacher: Shelley

Joe and Elliot decided that they would like to illustrate the story of Hatupatu. They looked at each other for a minute, and then Joe said, "We could do it together, eh, Elliot?" Elliot agreed, and Joe said, "I'll do the first page." I encouraged them to draw the title page first so that we would know what the story was.

At mat time, Joe and Elliot stood behind the overhead projector and put the pictures on one by one. Joe pointed out things in his picture like the cave and the bubbling hot mud pool. All the other children sat in rapt attention as they watched the story on the screen.

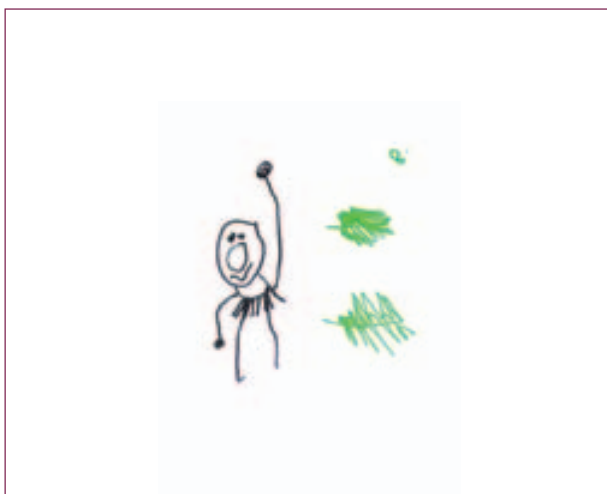


Short-term review

Illustrating this book allowed Joe to revisit his recent family holiday to Taupō and Rotorua, during which the family looked for the cave where Hatupatu hid from the birdwoman and saw the bubbling hot mud pools. It ties in with the book he made about that holiday and brought in to kindergarten.

What next?

Joe is going from strength to strength. It is fabulous to see him sharing his strengths with his peers, showing consideration and respect for their input, and becoming a mentor and role model for the other children. More of the same, please!



What's happening here?

Joe brings a book about a family holiday to the kindergarten. During their holiday, Joe and his family looked for the cave where Hatupatu hid from the birdwoman. They also saw the bubbling mud pools. At kindergarten, he and Elliot together illustrate the story of Hatupatu and the birdwoman. These stories are connected.

What aspects of bicultural assessment does this exemplify?

This exemplar is part of a longer learning story that documents the children's collaboration in a literacy experience, using the medium of overhead transparencies to tell the story to others.

At the same time, it is an example of Joe sharing a story from te ao Māori. Joe and Elliot make meaningful and real connections with Māori stories and history.

How might this assessment contribute to bicultural practice here?

There are several layers of documentation here. Joe's family document their family holiday and share it with the other children at the early childhood centre. The teacher then documents his and Elliot's restorying and illustrating of the story. These layers of documentation and restorying have the capacity to enrich Joe and Elliot's understanding and knowledge of the history of Aotearoa New Zealand.

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

The teacher recognises and responds to a connection between home and centre and takes advantage of an opportunity to support a sustained and collaborative enterprise between two children. The teacher also encourages the exploration and retelling of stories that belong to Aotearoa New Zealand.