

“Write about my moves!”



“Write about my moves! I keep wriggling to keep it moving ... When it goes low, I have to go faster – see?” Lachlan shows me how fast he has to go to keep the hula hoop turning.

“See, it’s on my hips? When you start moving, it

goes faster. Sometimes it goes slow when I move my body fast, and the hula hoop goes down.”



Short-term review

Lachlan is so good at using the hula hoop, I can see why you’ve got one at home, Moira. It takes a lot of skill to get a hula hoop to move, and I think Lachlan would have to be the “King of the hula hoop” at Kindergarten! And just look at the interest that was sparked in other children when Lachlan started to move!

What’s happening here?

Lachlan is practising hula hooping. He asks the teacher to “write about my moves”.

What aspects of empowerment does this assessment exemplify?

Lachlan is specifying what he wants to go into his assessment record: the process of keeping the hula hoop spinning. He has worked out that to keep it moving, “I keep wriggling” and “When it goes low, I have to go faster – see?”

How might this documented assessment contribute to developing empowerment?

Lachlan’s instruction and the teacher’s response (writing down his moves) are key features of this documentation. In analysing the learning, the teacher also makes the observation, supported by a photograph, that he had sparked the interest of the other children. His initiative and its consequences are on record for revisiting.

The teacher addresses the parent in this assessment as part of a continuing conversation with the family. (The teacher already knows that the family has a hula hoop at home.) She adds an evaluation of the difficulty of this task: “It takes a lot of skill to get a hula hoop to move.” The record includes Lachlan’s explanation of the process. Because it is written down in detail, readers can discuss this with Lachlan and he can add to it if he wants to.

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

The teacher listens to the child and responds positively to his request for a documented assessment.

The parent is also invited to be part of this discussion.