



Connected relationships & caring for others



Hana builds relationships

This assessment example illustrates one way that **Kōwhiti Whakapae** can be used to inform your assessment documentation. You will see connections to Kōwhiti Whakapae, and *Te Whāriki* highlighted in the annotations.

Introduction

This sequence of three assessments follows 6-month-old Hana who has just started at her local community creche three days a week.

Hana's father is a Cook Islander and her mother is Māori. She has three older siblings. When Hana was due to start at the centre she was the youngest child enrolled.

The kaiako decided to use Kōwhiti Whakapae to strengthen their practices to support Hana to settle in. Kaiako focused on the Social & Emotional area of Kōwhiti Whakapae: Connected relationships and caring for others. They used 'Lay the Groundwork' practices to help them identify strategies to support Hana to feel safe, secure, valued and connected in the setting. Kaiako discussed Kōwhiti Whakapae with Hana's parents and shared a link to the website.

After speaking with whānau the kaiako decided to implement a primary caregiving (PG) system as one teaching strategy. They hoped that this would create opportunities for Hana and her whānau to experience regular, meaningful and sustained interactions every day with one familiar kaiako.

As the assessments progress, the kaiako use Kōwhiti Whakapae to revisit their practices to support Hana and her whānau in culturally relevant ways.

As you read the assessments, an annotation will provide more information about the connections kaiako have made to *Te Whāriki* and how they have used information from the Social & Emotional area of Kōwhiti Whakapae: Connected relationships and caring for others.

ABOUT HANA

LOVES

Māmā,
Pāpā, Tama
(brother)
& Michelle
(sister).

Grandparents,
and lots of
cousins.

Music,
waiata

Watching
the world
from the
safety of
someone's
lap.

Singing and
laughing - going
from person to
person

Helping to get
her nappy &
clothes from
the shelf.

Looking at
trees, clouds,
birds &
watching
other
children.

Aunties Shea,
Suli Niki,
uncles Sam,
Olo, Tipene,

Sleeping on her
back with little
pats on her
puku.

WORRIES

Dogs

Machinery
noises
(especially
the vacuum!)

The feel of sand
- especially on
her hands

Hana

Initial plan - from kaiako in consultation with Moewaka (māmā)

We want Hana to feel safe, secure and valued at the centre so that she is able to fully participate and be herself. We think that having a primary caregiver will help Hana to develop a trusting relationship with one person first.

Rata (Hana's primary caregiver) will be the key contact for Moewaka and the main person responsible for Hana's care routines.

Rata will note communications with whānau each morning to share with other kaiako.

Kaiako and whānau will regularly share notes about Hana's growing interests and relationships (home and centre). These notes are on the wall by the book area alongside the 'About Hana' chart.

Moewaka will bring photos from home of people, places or things that are important to Hana. Rata will copy these and will add them to the 'about me' display on the 'My whānau' wall.

Te Whāriki & Kōwhiri Whakapae links

This initial plan is shared and discussed with whānau and placed in Hana's profile.

This plan draws on Kōwhiri Whakapae - Social & Emotional area (Connected relationships and caring for others) - especially the 'Lay the Groundwork' practices.

The practices in the plan are intended to help Hana feel safe, secure and connected in the setting.

Kaiako have reviewed the staff roster so that Rata can be available when Hana and her whānau arrive in the morning and for Hana's care routines.

In this series of assessments, kaiako and whānau write anecdotes, or brief notes about photos/video, directly onto named A4 sheets on the wall. They highlight 'threads' or interests that emerge and document their response to these at the bottom. Other anecdotes on the A4 remain important and provide context, but responses to these are not necessarily planned or documented.

Keeping the notes visible helps kaiako and whānau to share information and respond to children learning. However, whānau (including children) can choose for their A4 sheets to be displayed on the wall or in a folder (to respect privacy). Most parents choose the wall option because they find it easier to read quickly and to add notes during drop-off and pick-up times. Children seem to want their A4 on the wall alongside others and sometimes ask kaiako to write a sticky note about an event to place on the wall.



Hana

January 2025

NOTICE

Jan 13. 9.30am After several days of staying with Hana and helping her get to know us, today Moewaka left for the first time. Moewaka told Hana she was going into town and would be back after lunch and waved goodbye. Hana was sitting with me and cried when Moewaka left. However, she was quickly distracted when I picked her up and we went outside to look at the tree leaves waving in the wind. - Rata (primary caregiver)

11.30am. Hana spent a lot of time outside this morning. I put her down on her back under the tree & she quickly rolled over and got herself into sitting position to explore a basket of interesting items I had placed nearby (treasure basket). Hana repeatedly mouthed & turned over a whisk - looking intently at :). She often paused & watched other children. She reaches out to Rachel (kaiako) and vocalises whenever she comes near. Rachel always stops to say kia ora. Later Hana enjoyed her bottle sitting face forward on my lap as you suggested Moewaka. She also seemed to enjoy watching others as she snacked on her lunch :)

He tino pai Rata! It was fantastic arriving back to find Hana so settled. Thanks for responding so well to Hana's likes and interests. Looking forward to tomorrow :) - Moewaka

Te Whāriki & Kōwhiri
Whakapae links

Notice

Kaiako have highlighted notes that provide evidence of Hana's current social / emotional capabilities because this is their main planning focus.

Some anecdotes highlight the ways kaiako have responded to information from whānau (such as the 'About Hana' chart).

Kaiako and whānau voice are included. Parent voice - appreciative but also notes that Hana loves being around lots of people.

Jan 14. Hana settled quickly after initially crying when Moewaka left. Rain - inside all day. When playing with small blocks Hana reached out toward Donna with one :) - Rata

Jan 16. Hana reached up for me when invited to change nappy and was chatty as we found her nappy together. Later before sleep-time, Hana reached towards Donna as she went past & they had a little dance together. I took Hana to bed shortly after (Hana was a bit reluctant to come to me from Rata but smiled once with me). I placed her on her back and patted her puku. First sleep! Very settled :) - Donna

Jan 21 - Hana seems very happy when I pick her up. I love all the photos you email me from the centre and the photo book of Hana's important people is great. She is used to being around a lot of people and enjoys going from one to another - Moewaka

RECOGNISE

Hana is settling in wonderfully. She strives to connect with a range of people by looking, vocalising and reaching with her hands. She's clearly used to interacting with a lot of people and seems to feel comfortable with several kaiako! In fact, we have reflected that we need to ensure that Hana's desire to form relationships is not restrained by our primary care system.

Using Kōwhiri Whakapae (Social and Emotional - Connected relationships and caring for others) has helped us to recognise that Hana's current capabilities sit within Te Korekore phase as she 'forms secure connections and attachments with familiar people'.

Te Whāriki: Supporting this learning will also help Hana to develop a range of strategies and skills to play and learn with others | te ngākau aroha (Strand: Mana tangata | Contribution), and to express her feelings and needs | te whakahua whakaaro. (Strand: Mana atua | Wellbeing).

Recognise

Information from Kōwhiri Whakapae (Social and Emotional - Connected relationships and caring for others) has helped kaiako to recognise that Hana's capabilities sit within Te Korekore phase 'Within an enabling environment, children form secure connections and attachments with familiar people'.

RESPOND

We'll continue to support Hana to feel secure and consolidate her current social and emotional capabilities at the centre by:

- Creating more opportunities to engage in reciprocal games such as peek-a-boo, passing items, music and movement.*
- Continuing to encourage her active participation in care routines (e.g. reaching for her own bear and blanket, or nappies from the shelf).*
- Updating all kaiako about Hana's care routine (likes/dislikes) so that we can more easily follow Hana's lead when choosing who will help her.*

Moewaka, we have developed this 'respond plan' by incorporating your ideas and information from Kōwhiri Whakapae (Lay the Groundwork and Te Korekore practices). Please feel free to share any further ideas with us :)

Respond

Kaiako use information from whānau, as well as Kōwhiri Whakapae "Lay the Groundwork" and 'Te Korekore' practices to help them support Hana's social and emotional learning and feelings of security and belonging.

Hana

February 2025

NOTICE

Feb 3. Hana banged a little drum as a small group of children sang Oma rapiti. She smiled and watched the other children intently. Hope you liked the video we sent home Moewaka - Donna

Feb 7. It's been a week of 'reaching out'. Hana's reached out to me (Rach) to change her nappy, also to Donna when she was asked if she was ready to go to bed - Donna had been playing peek-a-boo with her. Rata, Donna and I all know her preferences for nappy change and sleep time. Lovely to spend these special times with her.

Feb 13 Hana was upset when Moewaka left today (Moewaka said they had a rushed morning). Hana wanted to cuddle with me & resisted being sat down for about an hour. Remained happy if close to me - but still busy watching others at the same time. Later she enjoyed a game of peek-a-boo with 3yr old Michael and began covering her own eyes and pulling away her hands while smiling :)

Feb 14. Kia Ora te whānau - It's good to hear that Hana's engaging so much with others and is able to be comforted when upset. She's playing peek-a-boo at home too - and 'peeking' back at her playmate (mum, dad, siblings, cousins) while going into fits of giggles! - Moewaka

Feb 19 - Hana enjoyed playing with water today - splashing and laughing (captured in video sent home). Just after the water play she reached for sand in a bucket nearby. I know she doesn't like sand and thought she may be upset, but she rubbed it around on her hands and reached for more! I showed her how she could wash it off in the water if she wanted and she repeated sand play / water play 3 times. - Rata

Great to hear about the sand Rata - that's a bit of a breakthrough for us. Will be so much easier at the beach if she can tolerate sand - we'll make sure we have a wash bucket nearby. Ka pai, Moewaka

Feb 23 Hana noticed 9 month old Leo upset today. She was having kai & held out her banana towards him:) - Rach

Te Whāriki & Kōwhiri Whakapae links

Notice

Using Kōwhiri Whakapae (Social and Emotional - connected relationships and caring for others), kaiako have used information from 'Te Korekore progress examples' (step 2) to help them decide what evidence is most relevant and what they will highlight.

RECOGNISE

Hana seems to be forming very secure relationships with familiar people. She's continuing to connect with others in lots of different ways - reaching, smiling, imitating. Her interactions are often reciprocal (e.g. peek-a-boo) and she is attuned to other's feelings (e.g. noticing when Leo was upset). It's great to see Hana expanding her social and emotional capabilities within Te Korekore phase (Kōwhiti Whakapae).

Te Whariki learning outcomes

Hana is developing a range of strategies and skills to play and learn with others | te ngākau aroha (Strand: Mana tangata | Contribution).

She is also becoming increasingly capable of expressing her feelings and needs | te whakahua whakaaro. (Strand: Mana atua | Wellbeing).

RESPOND

We'll support Hana to continue forming secure connections and attachments with familiar people by:

- Helping her to tune into others' play around her, including describing what they are doing (whenever we are able).*
- Creating meaningful opportunities for mokopuna to help each other during routines, beginning with very simple actions such as helping Hana to pass something to another child.*

Recognise

Kaiako looked at the progress examples in Kōwhiti Whakapae (Social and Emotional area - Connected relationships and caring for others). They decided that Hana's current capabilities sit within Te Korekore phase 'Within an enabling environment, children form secure connections and attachments with familiar people'. They have used content from the progress examples in Te Korekore phase to help them articulate Hana's learning.

Kaiako have also linked Hana's progress to *Te Whāriki* learning outcomes from two strands: Mana tangata | Contribution and Mana atua | Wellbeing.

Respond

Kaiako have used the Kōwhiti Whakapae practices (Te Korekore phase) to guide their response and included text from the descriptor of this phase in the stem of their response.

Hana

March 2025

NOTICE

March 3. Played peek-a-boo with our hands. Hana anticipated the 'boo' and turn taking! Later Hana, Leo and Jen were on the floor together - I introduced a silky scarf. Covered my head first and pulled it off slowly while saying 'boo'. Hana copied (got the scarf partly on her head) and then handed it to Leo when I suggested Leo's turn. Game went on for 10 min. Wonderful video showing reciprocal turn-taking and lots of laughing. - Rata

March 10. Hana started bum shuffling over the weekend! She's moving herself to get favourite toys out of baskets & got cross when Michelle (sister) tried to pick her up - she can do it herself :) Moewaka

March 11. Yay, she's bum shuffling here too! She loves getting favourite board books from the shelf herself and is also making her way across the floor to see what others are doing. Such freedom :) - Rach

We captured some photos of this Moewaka.

March 17. I asked Hana to help me hand out the bibs before morning kai. She bum-shuffled Leo's bib to him (he was sitting in a little chair). Leo reached for the bib and smiled. Hana smiled back before returning for a bib for Jen. A little disappointed when Jen rejected it - kept persisting until Jen said 'no' in a grumpy voice -Rata

March 21 - We've been singing our welcome song a lot - using each person's name. Hana seems to love this and intently watches each person being sung to. She shakes her hands - with excitement, I think, when it gets to her turn. We sent a video home for you. - Donna.

March 27 Three more videos: Hana & the welcome song / Hana taking Leo's little truck to him / Hana pointing to photos of Leo & Jen on the wall - while vocalising a lot!

Te Whāriki & Kōwhiri Whakapae links

Notice

In addition to using information from Te Korekore progress examples to help them decide what evidence matters most, kaiako have also looked forward to Te Pō progress examples.

Hana is beginning to show some Te Pō capabilities (e.g. trying out more strategies to connect with others and showing preferences for playmates and play activities / items).

March 31. We had a wonderful time looking at the videos over the weekend :). Thank you so much. It's great to see Hana connecting with others in such meaningful ways - and reciprocating & turn taking. She's excited about her ability to move where she wants and is **finding it easier to initiate games with us at home** (by going right over to whoever she chooses to get their attention!!). – Moewaka

RECOGNISE

Hana's continuing to connect with others by turn-taking, imitating, offering things to others. Now that she's more mobile, she's able to explore the environment to watch or approach others. Her social activities are becoming increasingly complex, especially when encouraged by other's feedback. Hana's beginning to show preferences for playmates (especially Leo), play materials and activities (especially books / photos, games such as peek-a-boo and taking items places or to people).

Some of Hana's capabilities are expanding into Te Pō phase of Kōwhiri Whakapae (Social and Emotional area - Connected relationships and caring for others). Children in this phase engage in increasingly reciprocal relationships and interactions. Hana also continues to consolidate her Te Korekore capabilities (e.g. striving to connect with others in multiple ways).

Te Whariki learning outcomes: Hana continues to broaden her range of strategies and skills to play and learn with others | te ngākau Aroha (Strand: Mana tangata | Contribution).

RESPOND

We'll support Hana to continue expanding her social and emotional capabilities by:

- Helping her respond to social cues by noticing and modelling a response (e.g., "Look! Leo is watching us ... Leo, do you want to play?")
- Helping her understand other's preferences in a kind and respectful way (e.g., "I can see you want to play with Jen, but she wants to be alone right now, let's move over here instead").
- Create a greater range of opportunities for all mokopuna to help each other during routines, such as passing out bibs.

Recognise

Kaiako decide that some of Hana's capabilities are expanding into Te Pō phase (e.g. increasingly reciprocal relationships and interactions), while she continues to consolidate her Te Korekore capabilities (e.g. striving to connect with others in multiple ways).

Respond

Kaiako have used the Kōwhiri Whakapae practices (mostly from Te Pō phase) to guide their response.

Revisit

After continuing to cycle through 'notice, recognise, and respond' for a further 3 months, kaiako revisit how effective their implementation of Kōwhiri Whakapae: Connected Relationships & Caring for Others 'Lay the Groundwork' practices have been for all children's learning. As part of this evaluation, they draw on Hana's assessment documentation.