

Introducing the computer

Child: Kaeleigh

Date: October

Teacher: Kimberly

		Examples or cues	A Learning Story
belonging mana whenua	Taking an interest	Finding an interest <i>here</i> – a topic, an activity, a role. Recognising the familiar, enjoying the unfamiliar. Coping with change.	<p>Today we had a special visitor named Jo, who came in to talk to our teachers about ICT in our centre. Jo had a few spare minutes after lunch, so she brought her laptop out for us to play with. At first, we were looking at her photos on the laptop, and we all took turns at pressing the buttons to rotate through the photos. Then Jaimee asked if we could use the computer to write our names. Jo asked, “Should I put a page up so you can write your name? This is called Kid-Pix, which the children at my kindy use.”</p> <p>When it was your turn, Kaeleigh, you typed the K and the A, but when you went to press the E, it typed EEE. You knew that there are not three E’s in your name, but you didn’t know how to fix it. Jo showed you where the delete key was, and you were away again, typing your name all by yourself.</p> <p>Later on, when Jaimee was having a turn, she accidentally put in four A’s. You remembered how to delete the letters and showed Jaimee what to do to fix up her name.</p> 
well-being mana atua	Being Involved	Paying attention for a sustained period, feeling safe, trusting others. Being playful with others and/or materials.	
exploration mana aotūroa	Persisting with Difficulty	Setting and choosing difficult tasks. Using a range of strategies to solve problems when ‘stuck’ (be specific).	
communication mana reo	Expressing an Idea or a Feeling	In a range of ways (specify). For example: oral language, gesture, music, art, writing, using numbers and patterns, telling stories.	
contribution mana tangata	Taking Responsibility	Responding to others, to stories, and imagined events, ensuring that things are fair, self-evaluating, helping others, contributing to the program.	

Short-term review	What next?
<p>Kaeleigh, the teachers have learnt so much from Jo today, and I was really glad to see that you were learning some new things as well. You learnt how to do something new on the computer, and you were able to use this knowledge to help someone else when it was their turn.</p> <p>Tino pai Kaeleigh</p>	<p>Kaeleigh, I’m sure that you would like to have another turn on the computer, and one idea we have had is to help you make a talking book on the computer. Does this sound like something you would like to do? We will talk about it and see what other ideas you have.</p>

What’s happening here?

Teachers and children (in this case, Kaeleigh and Jaimee) at this early childhood centre are learning from a visiting expert how to use the computer.

What does this assessment tell us about the learning (using a Communication/Mana Reo lens)?

Information communication technologies are another mode of communication literacy. Here Jaimee and Kaeleigh are being introduced to the keyboard of Jo’s computer and to the Kid Pix program. They are learning how to find the letters of their names on the keyboard. Jo teaches Kaeleigh how to use the delete button, and Kaeleigh then teaches Jaimee how to delete letters when Jaimee puts four A’s in her name.

How might this documented assessment contribute to Communication/Mana Reo?

The What next? section is addressed to Kaeleigh

and suggests further steps she might like to follow in developing her skill with this new communication tool.

In the Short-term review section, the teacher comments that it is not only the children who have learned about ICT today – the teachers have as well, and this documentation is a reminder that teachers also learn new things.

What other strands of Te Whāriki are exemplified here?

Kaeleigh takes on the responsibility of teaching Jaimee how to delete letters from the screen. This generation of children will often also teach their parents and grandparents about ICT. This demonstrates an aspect of the Contribution/Mana Tangata strand of Te Whāriki.