

The photographer at work

Child: Nissa

Teacher: Robyn

1 June

Rowena was very keen to make pancakes for morning tea this morning. We checked the cupboard for the ingredients and found that we had no eggs and no milk and so Nissa came to the shop with us to buy what we needed. Once back we started cooking. Delia, Melata and Tanya joined in making piles of pancakes. Our heads were down as we worked hard being very careful not to touch the hot pan when we flipped the pancakes and poured the mixture in. It was fun and the delicious smell of cooking pancakes was drifting through the kindergarten. I wanted to take photographs but I couldn't because I was just too busy. I looked up and there was Nissa, standing with the camera switched on and ready to use. She began to take photographs and I was so grateful, thinking to myself that Jane had asked her to document our cooking. But Jane looked surprised and said that she hadn't asked Nissa to get the camera. Astonished, I realised that Nissa had gone and got the camera on her own and had begun to take photos. She zoomed the lens in and out, clicking the button, making sure that she photographed not just the people but the process as well. She took the photos from many different angles. When I looked at the photos [of her] later I realised that she even stood like a photographer! I didn't have to think about photos, I just trusted her to document the process and she did. Thanks, Nissa. It was so much fun having a photographer work with us this morning!



Nissa, you are an amazing photographer.



What stunning photographs, Nissa!

Nissa's photographs of the process from many innovative and creative angles!



What learning is taking place?

Nissa watched us cooking and then took the opportunity to rush off to get the camera and start photographing. She has only recently learnt how to use the camera and she certainly knows how to. When I recovered from my astonishment, I realised that not only does Nissa photograph with confidence and skill, she understands that when something exciting is happening, then it is time to document. Watching her document the people making pancakes made me realise that Nissa understands why we use the camera and that it is to document what people do, as well as the process of doing things.

Nissa sees herself as a capable, competent learner taking responsibility for her learning and contributing to the learning of others in the group. She recognised the missing component - a photographer - and she stepped into the role. This story shows very clearly how children plan for themselves when they connect ideas and then make their own decisions about putting a plan in action.

I have a feeling that what comes next is up to Nissa. She will no doubt use the camera a lot more and we will make sure she knows that that is OK. We can work together with her, downloading her photos onto the computer and making slideshows or printing them.

What's happening here?

This is an excerpt from Nissa's portfolio that illustrates her increasing interest in ICT.

What aspects of noticing, recognising, and responding to learning in ICT does this assessment exemplify?

Children are encouraged to take responsibility in this early childhood setting. The centre also supports children in their efforts to explore ICT as part of their learning journey. The teachers give Nissa time to tackle the challenge of using new equipment and then document her success for her to revisit with her family. In this story, it is Nissa who notices the children cooking and recognises this as a worthwhile experience to document. She then responds by getting the camera and taking responsibility for recording the activity. Having two accessible digital cameras allows the experience to be recorded by a child while a teacher photographs her initiative.

What does this assessment tell us about learning in ICT (using a *Te Whāriki* lens)?

The teachers recognise that "Nissa sees herself as a capable, competent learner taking responsibility for her learning and contributing to the learning of others in the group."

Nissa's increasing competence impacts on her learning and on her disposition to participate in the wider activities of the centre. This exemplar also shows Nissa's ability to widen the range of challenges that she sets herself.

How does this assessment exemplify developing competence in ICT?

The exemplar illustrates Nissa's confidence using a digital camera, taking responsibility for her own learning, and documenting the learning of others. The documentation is completed using several publishing technologies combined with a range of ICT tools. It is used to enhance and expand the children's learning experiences and to strengthen Nissa's confidence in her photography.