

Colette's duck house

Child: Colette

Date: February

Teacher: Karen



A View from Each Side

Short-term review

Today Colette worked independently on the task she set herself – creating a duck house. Colette shows great skill and confidence with the process of art and craft and often uses this medium to represent her ideas. (*Te Whāriki*, Communication, Goal 4.2)

Colette is very aware of the power of print and often requests that her stories be recorded. (*Te Whāriki*, Communication, Goal 3.2)

Looking back over Colette's past stories, it is clear to see the journey Colette has been working through. Colette is now confident to share her thoughts and stories with her teachers.

What next?

Support Colette on the next stage of her journey – to foster friendships and share her fantastic ideas with her friends at kindergarten. Next term we hope to have chickens hatch at kindergarten. This is an interest of Colette's that may spark some sharing of ideas with her friends.

What next?

My house is the sticker part.
 The ducks' birthday is on April 9th. The ducks' garden is under the gate.
 The ducks have got treasure inside the box.
 The straw inside the rubber band is the timer.
 The rubber is the ducks' shower box.
 The ducks' blanket is on the gate.
 The 2 straws joined together make the ducks warm.
 You can't see the big ducks. The big black duck and the big white duck.
 The button is the blue window.
 The purple feather is the window.
 The straw is washing 1 duck.
 The yellow ovals, the white ovals and the red ovals have baby ducks inside the eggs.
 The gate is for the ducks to come in and go out.
 My mum and me open the gate for them.
 The strings are holding the eggs.
 The box is the ducks' roof. The straw is for moving the roof so the ducks can't jump out.
 The paper cups are the ducks' beds.

Child: Colette

Date: Term 4

Teacher: Karen

A Learning Story

belonging mana whānau	Taking an interest	<p>At the moment the children have a real passion for singing and dancing to the Vengaboys' song "Shalala Lala".</p> <p>Today was no exception and the children were in full swing performing on a makeshift stage outside.</p> <p>Colette was edging her way towards the group and looked as if she was keen to join in. I was handing out wooden blocks for microphones and offered one to Colette. Colette put her hand out for one. I then took her by the hand and slowly led her up to the stage.</p> <p>I asked Colette if she would like to join the children on the stage and she nodded her head "Yes." The children made room and Colette took her position on the stage and there she stayed for many songs, moving to the music.</p>	
well-being mana ahu	Being Involved		
exploration mana arotiroa	Persisting with Difficulty		
communication mana kōwhiri	Expressing an Idea or a Feeling		
contribution mana tangata	Taking Responsibility		

Short-term review

Colette is stepping outside her comfort zone. It is great to see her joining a group and becoming involved.

What next?

Continue to encourage Colette to join groups and establish friendships.
 Teachers to ring Colette after each session and chat about her day on the phone.

The Day Colette's Ducks



Came to Kindergarten



The ducks want to play. The ducks don't lay eggs at my house - only my black chicken does. The ducks like to play. The ducks are happy at my house. The ducks love to eat snails and worms at my house. One of the ducks laid lots and lots of baby eggs but she couldn't lay lots of baby ducks.



The ducks are fun to play with at my house. The ducks can come out of their house and garden with me and my mum.

The ducks are funny and the ducks liked coming to kindergarten. The ducks were excited.



The ducks were hiding. The ducks liked me. The ducks played with my mum. The ducks like to play.



The ducks are underneath the tree. The ducks like to play. They dig in the mud. The ducks swim - sometimes they swim and sometimes they don't.



The ducks are fun to play with. The ducks are going to go in the gate so they don't run away. The ducks are going to take me home. The ducks took me home very early.



The ducks are drinking lots of water. The ducks love to drink. My ducks are called David and Dorothy. There are more ducks at my house.



My ducks don't clean like that at home. They jump into the water and splash themselves. At kindergarten they clean themselves with their beaks. The ducks love to play.



The ducks had lots of fun. The ducks liked to have lots of fun.

Learning Story

Child: Fea

Date: Term 4

Teacher: Karen

A Learning Story	
belonging mana whetama	<p>Taking an interest</p> <p>A couple of weeks ago Colette brought her two ducks to kindergarten for a visit. Colette's ducks were called David and Dorothy and they stayed for the morning session.</p> <p>Today Fea watched the video we had filmed of the duck visit and chose the photo for her story.</p>
well-being mana ahu	<p>Being Involved</p> <p>Fea told her story while I typed it on the computer. Fea used two and sometimes three words to tell her story. I put Fea's words into a sentence and then read it back to her.</p> <p>When Fea had finished her duck story she said "Fuka's Hen". Fuka's hen had visited last year and the children had all contributed their stories to a book. While Fea was very involved with the visit, she hadn't taken an active role in writing the book. Rather she had taken the role of an observer.</p>
exploration mana arotake	<p>Persisting with Difficulty</p> <p>"Would you like to write your own hen story about Fuka's hen's visit?" I asked. "Yes," Fea replied. Luckily we still had Fuka's hen book on the computer and we were able to revisit it. When I opened the hen book document and Fea saw the pictures she said, "Just Fea." I knew what Fea meant; she only wanted the pictures that she was in for her story. We found the pictures and Fea also chose a picture of the hen for her story. We then began to record her hen story, Fea sometimes forming her own sentences and sometimes me role-modelling sentences back to her, using her words.</p>
communication mana kōwhiri	<p>Expressing an Idea or a Feeling</p>
contribution mana tangata	<p>Taking Responsibility</p> <p>Fea was so pleased with herself that she sat by the computer waiting for each page to be printed out. She proudly put them in her file, and for the rest of the morning walked around with her file clutched under her arm.</p>

Short-term review

Today Fea took control of her own learning, set her own task and became fully involved in the kindergarten programme (*Te Whāriki*, Belonging, 2.1). Fea asked for the opportunity to revisit something she previously didn't have the confidence to be involved in – writing Fuka's hen book. She now has the confidence to express her own ideas and thoughts and knows these can be recorded to form a story.



What next?

Continue to build on Fea's previous What next? Record Fea's stories! Encourage Fea to share her stories with her friends at mat time, further developing Fea's confidence in her own ability. Read, read, read stories to Fea in Tongan and English, creating discussion about the story and pictures.



We have Tongan books at kindergarten that Fea can take home and share with her family.

Fea's Story

The ducks are drinking.
The ducks are playing with the water.
The ducks are hungry.
The ducks come to school.
The ducks are looking at the school.
The ducks are going to have a shower.
They are playing.
The little duck lost the key.
It's raining outside.



I want to take the chicken home.
He drives the car. Fuka takes it home in the car.
The chicken is hungry. Fuka holds the bowl. Fuka holds the chicken. He's hungry.



We are going to get the chicken. He went that way to get the mail.



The chicken is walking on his tippy-toes. He goes to the other side.

What's happening here?

This exemplar includes a selection of assessments involving three children (Fuka, Colette, and Fea). The stories of these three girls are woven together to form a rich mat of experience, enabling all three to strengthen their participation in and communication at the centre.

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

The children are developing skills with a number of resources that facilitate communication. These include: "reading" books made from the video documentation of their experiences, contributing to the text of those books, dictating stories to go with digital photographs, talking on the telephone (bridging home and early childhood setting), and beginning to talk to adults and peers about the books. In each case, the teachers have documented what the children have said or dictated.

Fuka

Fuka arrives at the kindergarten with her hen. This elicits high excitement and is promptly the subject of much video footage. Studying the footage later results in the development and publication of a book about Fuka's hen. Although many of the children are involved in a range of activities to do with the development of this book, it is of particular value to Fuka. She begins to communicate verbally with the teachers and with other children in four-word sentences.

Colette

When Colette first arrived at kindergarten, she did not communicate verbally, although the teachers were well aware that she was a capable and competent English-language speaker in her home environment. Earlier stories illustrated her working independently and silently in the kindergarten environment. This selection from Colette's portfolio records the pathway that emerged, enabling Colette to communicate in the early childhood setting in a range of ways. Initially, Colette was encouraged to use the telephone at kindergarten to communicate with her mother. Later, she would talk to the teachers on the phone from home, telling them what she was doing. They used this information to establish continuity in conversation across the two environments. Colette begins to contribute at the early childhood centre both in one-to-one conversations and also in the larger group discussions. She "brought her mum and dad in to show them 'her talking to the

teachers'". The story she dictates about her duck house is recorded in this exemplar.

Fea

This documentation records the development of Fea's verbal communication, inspired by the collective story-writing about Colette's duck visit. Fea watches the video of the duck visit and chooses a photo for her dictated story. Fea uses two and sometimes three words to tell her story to the teacher, Karen. When this story is finished, Fea communicates her desire to include details from a story book the children had developed about an earlier visit by Fuka's hen. Fea says "Fuka's Hen" to the teacher, clearly expressing her interest in and memory of that earlier story. Fea had not contributed to this earlier book that the children developed. Now she is ready to make a book and dictate a commentary. So Fea goes on to make her own book, dictating her own story about the ducks and the hen.

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

The initial video involving Fuka and her hen was a powerful mediating tool that contributed to greatly increased communication by Fuka, Colette, and Fea. The video and the making of the book enabled the children to revisit the experience both within the kindergarten and in their homes. This exemplar clearly shows that sharing the documentation gave Fuka confidence to talk and initiate conversations with other children. The book was also taken home and shared with family members in her first language. The book became part of the kindergarten library accessed by other children. This began a culture of book-making in the kindergarten, with children's stories becoming visible for all and available for all in the kindergarten community to revisit. These multi-media strategies become pathways for Colette and Fea, allowing them to explore their developing communication skills and their growing confidence in communicating in the kindergarten environment.

What other strands of Te Whāriki are exemplified here?

In all these stories, there are increasing levels of *contribution* as each child begins to take the initiative and greater responsibility for her own learning. Also, all three stories mark the children's increasing sense of *belonging* to the kindergarten setting as their growing confidence allows them to make links between the two settings of home and kindergarten.