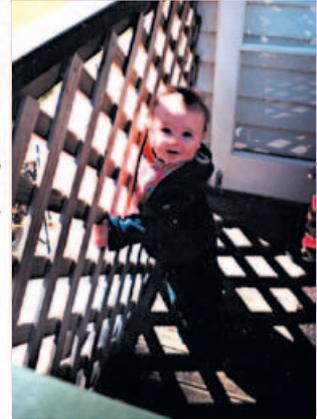


# Louie going out the door

**Child's name:** Louie  
**Date:** 21 September  
**Teacher:** Nic

## Learning Story

Louie lay on his tummy on the floor. The door to the outside had just been opened. As soon as he spotted this, he was off! The floor was scattered with many toys as children had just been playing inside, but this did not bother Louie as he made his way to the outside world, using his arms to pull himself along as he slid on his tummy. He pushed each toy away as he came to it and finally made it to the door. The door has a slight rise and step down to the deck. With much courage and determination, slowly but surely, Louie pulled himself over this and out onto the deck! Louie smiled with great delight about being outside and made his way to the railing, where he managed to pull himself up and peer through the holes to see what was going on!



## Short-term review

What great determination – Louie had to get outside that door! He knew what he wanted and went for it, moving whatever got in his way! It was very rewarding to be able to get out there amongst it all and be part of the action!! It just goes to show how important it is for young babies to be able to make decisions about where they want to be and that access (albeit with some obstacles this time) to the outdoors is generally freely available.

### What's happening here?

This contribution to Louie's portfolio records his determination to move from inside the centre to the veranda outside as soon as he spots an open door. He manoeuvres himself across a floor scattered with toys, using his arms to pull himself along as he slides on his tummy.

### What aspects of children's contribution to assessments does this exemplify?

Louie sets his own goal, and the teacher recognises his way of indicating that he has achieved it (his display of "great delight"). Being outside and "part of the action" was its own reward.

### How might this assessment develop children's capacity to contribute to assessments?

The teacher's commentary may be for both Louie's family and the other staff, reminding them of the significant decision making that is possible when very young children have access to both inside and outside play. She may be making the point that, in her view, the complexities of supervision are more than balanced by the opportunities for very young children to make some important decisions about where they want to be.

She also notes Louie's courage and determination in carrying out his self-set goal: getting outside onto the veranda and pulling himself up onto the trellis. Louie cannot crawl, and there were a number of obstacles in his way. Such interpretations form baseline data for documenting development and change in how Louie sets himself goals and indicates that he has assessed his own achievement.

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

The teacher attempts to take on Louie's perspective, to imagine what he might tell her if he could talk. Teachers who work with very young children are likely to get to know them well enough to recognise what the children want noticed and responded to. In documenting this event, the teacher attempts to see the world through the child's eyes.

Louie is making his own decisions about the programme, and this assessment indicates that the teacher values this. The comment in the Short-term review summarises this view: "It just goes to show how important it is for young babies to be able to make decisions about where they want to be ...". For Louie, access to the outdoors was an important opportunity for his learning.