

Copy Cats

Child's name: Ngaio and Izak
Date: 6 October
Teacher: Ginny

		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. Courage.	Izak came over to play from the Over 2's. Ngaio was watching him as he went inside and picked up a play phone from the toy shelves. Ngaio followed him and found a phone of her own. When Izak went outside, so did Ngaio. They sat and explored the phones together. Ngaio placed the receiver to her ear while pressing the buttons. Izak was busy doing the same. When Izak moved away, holding the receiver and letting the phone drag along the ground, Ngaio followed, dragging her phone, too. After a while, Ngaio decided to try something new with the phone. She placed the cord part around the back of her shoulders so the phone dangled above the ground. Izak liked the look of this and had a go with his phone. 
well-being mana atua	Being involved	Emotional well-being. Sustained attention, feeling safe, trusting others. Being playful with others and/or materials.	
exploration mana aotūroa	Persisting with difficulty challenge and uncertainty	Setting and choosing difficult tasks. Using a range of strategies to solve problems when stuck. Puzzlement and curiosity.	
communication mana reo	Expressing an idea or a feeling	In a range of ways (specify). (100 languages of children.) Taking initiative, child: child, child: adult interactions.	
contribution mana tangata	Taking responsibility in the social setting	Responding to others, to stories and imagined events, ensuring that things are fair, helping other, contributing to programme. Negotiation, turn-taking, scaffolding.	
Short-term review			What next?
To me this learning story was a lovely example of how younger and older children can enjoy playing with and alongside each other and form relationships with each other. Ngaio saw Izak as someone to imitate and chose to follow what he did. Later this role changes to where Ngaio influenced the direction of Izak's play. They both demonstrated a sense of being comfortable with each other's company throughout their play. "Children experience an environment where they are encouraged to learn with and alongside others." Contribution, Goal 3, <i>Te Whāriki</i> – Early Childhood Curriculum, page 70.			We will :- continue to encourage older children to visit and play with our Under Two's children; – provide sufficient playthings for children of differing ages to play with and alongside each other; – support Ngaio's attempts at initiating social interactions with the older children.

What's happening here?

Izak visits from the "over-tuos", and Ngaio is immediately aware of his presence. Ngaio watches what Izak does before joining him in a period of imitative play. Ngaio closely observes Izak's actions and responds similarly. After some time, they reverse roles, and Izak takes the lead from Ngaio.

What aspects of assessment for infants and toddlers does this exemplify?

This assessment positions infants' and toddlers' learning within play episodes of observation and imitation of peers.

The teachers recognise the value of giving children of mixed ages opportunities to play with and alongside one another. Toddlers (and infants) can learn through observing and imitating their older peers, and older children can learn from infants and toddlers.

How might this assessment contribute to infants' and toddlers' learning?

This story provides insights into the type of learning that is possible when toddlers and young children have opportunities to share play spaces and materials.

This assessment provides the teachers with useful information, not only about the children's learning but also about the curriculum in action. They can use this information to evaluate the impact of resources and rituals on the children's learning in their centre.

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

Learning stories are displayed on the walls in the play area for the parents to read, making visible the learning of infants and toddlers that is valued.

The teachers take note of the emerging social relationships between children of all ages and actively support these interactions.

Double-ups

Child's name: Erica

Date: 3 September

Teacher: Ginny

		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. Courage.	I've noticed that Erica often likes to have two of the same objects to play with at the same time.
well-being mana atua	Being Involved	Emotional well-being. Sustained attention, feeling safe, trusting others. Being playful with others and/or materials.	Today she found two metal objects from the heuristic playthings and tapped them together, making a big sound. Shortly afterwards, she was exploring the kitchen and laundry toys and found two plastic plates. Erica placed a plate under each hand and crawled along the lino, making a scraping sound as she did so. It was as if she had little skis on!
exploration mana aotiora	Persisting with difficulty challenge and uncertainty	Setting and choosing difficult tasks. Using a range of strategies to solve problems when stuck. Puzzlement and curiosity.	A short while later, Erica had a bracelet in one hand. She crawled along with it until she found another bracelet. She then held both bracelets up to study them, as if making a comparison between the two.
communication manareo	Expressing an idea or a feeling	In a range of ways (specify). (100 languages of children). Taking initiative, child: child, child: adult interactions	
contribution manatungia	Taking responsibility in the social setting	Responding to others, to stories and imagined events, ensuring that things are fair, helping others, contributing to programme. Negotiation, turn-taking, scaffolding	
Short-term review		What next?	
Through her own exploration and being able to choose her own materials to experiment with, Erica has recognized objects that match. Erica uses these objects in her play in a variety of ways. She has chosen to continue to use these objects, so they are obviously important to her.		Parent's voice: Erica's parents have also noticed that at home Erica likes to have two objects the same, especially when she crawls along. Sometimes, Erica will hold a couple of kiwifruit and crawl with them. (They get a bit squashed too!) I'd like to continue to encourage Erica's interest by providing a range of resources that promote open-ended play. She can use these to make comparisons, looking at similarities and differences and making other discoveries.	

What's happening here?

Erica selects objects in both her centre and home environments in the same way. She explores what she can do with these objects as she crawls about these two environments.

What aspects of assessment for infants and toddlers does this exemplify?

This assessment documents Erica's developing understandings. She appears to be exploring the concept of "pairs". The teacher notes that she is not only selecting two of the same objects but on this occasion seems to be studying them (the bracelets) as if making a comparison. She is also experimenting with what she can do with these objects (as with the two plastic plates), perhaps finding alternatives to the usual and familiar.

The teacher ensures that Erica's parents are contributing members of the "feedback loop". She shares what she has noticed over a period of Erica's play and seeks and includes Erica's parents' observations from home before documenting some potential responses.

How might this assessment contribute to infants' and toddlers' learning?

This assessment provides insights for Erica's teachers and parents into what her emerging working theories may be about objects in her world. (X is like Y because it shares key features.) Both the teacher and Erica's parents recognise the connected nature of the events recorded in this learning story. They also recognise that Erica needs time, space, and opportunities to develop working theories about things in her environment. Adults have not intervened or interrupted these times of exploration. Rather, they plan to ensure that there are opportunities for further explorations of the kind described in the story.

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

Objects that can be used for many purposes, such as those described in the story, allow children to determine their use. In this centre, they are available at heights that are accessible to infants and toddlers, allowing and empowering them to respond spontaneously.