

Teacher: Glynis

Date: May

Suelisa's Pictorial Learning Story



Today Suelisa came to the woodwork area, a part of the kindergarten that she hasn't spent much time in until today. She watched some children using the glue guns and decided that she would like to make something too!



She chose two pieces of wood and proceeded to glue them together being very careful where she placed the glue. When she finished doing that I suggested she look in the baskets on the shelves to see what else she could decorate her creation with, which she did.



Suelisa spent a long time choosing the pieces she wanted to place on her creation and then placing them, using just the right amount of glue. When she had finished with her creation she put her name on it so she would not lose it. I then suggested that she could paint the creation with dye. She agreed and did so. When she had finished I told her to put it on the "amazing creations" trolley so that she could show it at mat time. Suelisa did that and she stood up the front and showed all her kindergarten friends her great work.



Short-term review

Suelisa is gaining more and more confidence in herself and her abilities at kindergarten. She has developed a greater sense of belonging and is making more friends. It is great to see Suelisa challenging herself in an area of the kindergarten that she hasn't used before and feeling confident enough to show her creation on the mat.

What next?

Continue to foster Suelisa's sense of belonging and her confidence and encourage her to challenge herself even more.

Date: Week 6, August
Teacher's name: Jane

Suelisa and Tessa's Block Creation



Today whilst inside, I noticed two very focused children, Suelisa and Tessa, working on something in the block area. I went over to get a closer look.

Suelisa and Tessa were working very co-operatively, building a tall tower with the blocks. They were using the narrow blocks and carefully took it in turns to add a block to their creation.

Suelisa and Tessa kept adding the blocks until eventually their building became too unstable and collapsed. Although this is not shown in the photos, their building broke about four times. Suelisa and Tessa kept persevering and rebuilt their creation.

After their creation fell down a second time, Suelisa and Tessa's frustration turned into enjoyment as they began to have fun watching their building break. Suelisa would get more and more excited as she added each block, waiting for her building to tumble down.

Suelisa and Tessa began adding the block people to their creation. Soon more children came to see what was happening in the block corner.



Here is Myra showing Suelisa her block person.



Suelisa and Tessa continued to work together. Tessa collected some more blocks and block people, and Suelisa carefully continued to build her tower. "Watch out, Suelisa – down comes your tower!"

Short-term review

I do not usually see Suelisa playing in the block area, so it was lovely to see her so involved and focused with block play.

Suelisa was able to work co-operatively with Tessa, in a joint project, whilst still feeling competent and confident enough to express her own ideas and feelings.

Suelisa showed perseverance when rebuilding her creation. (*Te Whāriki*, Exploration, Goal 3.3)

Self-management and Competitive Skills: "as children explore, they show initiative, commitment, perseverance, courage, and enterprise and they adapt to new situations." (*Te Whāriki*, page 98)

Suelisa chose to turn what could have been a frustrating experience (i.e., having her building fall down) into an enjoyable and challenging experience. Well done, Suelisa!

What next?

Read this story with Suelisa.

Ask Suelisa to talk about her block creation.

Invite Suelisa to become involved in the block area again.

What's happening here?

This exemplar records Suelisa's developing sense of belonging, with her assessment portfolio playing a central role in this development.

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

The teacher comments: "Using Suelisa's file as a tool to help her settle into kindergarten has helped Suelisa to develop a greater sense of belonging, form friendships and take an active role in the kindergarten programme."

This is primarily a story about Suelisa's widening range of reciprocal relationships with people and other enabling resources. The file provides the initial scaffolding that can sometimes be left behind as other "enablers" are added. (New relationships are developed with other children, and a new activity is initiated and encouraged.)

The photograph of Suelisa and Tapaita sharing and reading each other's assessment portfolio is a nice example that illustrates Suelisa's sense of belonging distributed across a resource and a relationship with another child. The connection with Suelisa's wider community that the teachers make through the assessment portfolio, by adding photographs of Suelisa's family to her file, is a key feature of Suelisa's early belonging journey. Stories and photographs of Suelisa joining a small group at the marble run, becoming involved in a group music session, and working collaboratively with Tessa, demonstrate that Suelisa is beginning to join the social community of the kindergarten. Her increasing mindfulness and agency are also in evidence.

Later stories describe Suelisa challenging herself in an activity that she hadn't previously tried (carpentry), feeling confident enough to show her creation to the other children at mat time, and becoming involved in a focused task with Tessa. She is developing a number of strategies to enter and engage in play with others: watching and copying, asking "Can I play?" (modelled by the teacher), working with one other child at a time to complete tasks (Andrew and Tessa), and ensuring fairness (with the marbles).

How might this documented assessment contribute to Belonging/Mana Whenua?

Here is an exemplar in which the assessment portfolio (called a file in this centre) has played a central early role in developing a child's sense of belonging. When Suelisa finds some photographs of her brothers and her father, the teacher imaginatively responds to Suelisa's joy by adding the photos to her file. This file then becomes Suelisa's "security blanket" as she carries it around with her and keeps it nearby while she begins to engage in activities. The teachers encourage Suelisa to take the file home to make connections between the home environment and the kindergarten. This also allows them to send a message to the family (in the What next?, 19 February): "It's important that Suelisa comes to kindergarten every day so that she can form friendships; this will give her a greater sense of belonging."

They recognise the file as a "tool to further develop her sense of belonging", and they note the day that Suelisa leaves her file behind when she goes to the block corner to watch others and then joins in marble play with Andrew and a group of children.

What other strands of Te Whāriki are exemplified here?

When Suelisa plays with the marble run, "Other children joined the group and Suelisa included them in her play, making sure everyone had enough marbles." This interest in fairness and inclusion is a feature of both the Belonging/Mana Whenua and Contribution/Mana Tangata strands and is always worthy of note. Suelisa's home language is not English, and the file has also proved important in allowing her to communicate with adults and other children.