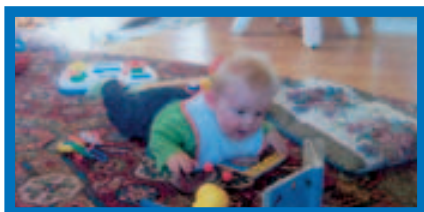


Confidence with and control of the body

The acrobat



Stretch, kick, roll, push, pull, balance and a press-up for old times' sake. Well, if I had some of Layne's energy and determination, an aerobic workout a day would be a breeze. However, I think I will stick to the leisurely strolls down the beach and leave him to the strenuous crawling task he is mastering so well!

What learning happened here?



Our aspiration is to support children to develop a sense of themselves as "confident and capable learners" and this portrays Layne's efforts so well. His developing curiosity is becoming a significant motivator for his increased physical activity. He is experimenting with the process of moving around in space and through this active exploration he is gaining the confidence to manipulate his body and develop new skills.

What next?



To empower Layne's development we will provide the freedom for Layne to practise his physical skills in safe surroundings, while we offer responsive encouragement.

Please feel free to write a whānau story and tell us about Layne's escapades at home, Nikki and Daniel. We are always interested to hear from you and it will be so special for Layne to look back at the relationships and links that developed between his home and the centre, as he grows and revisits his learning journey.

Jo

Whānau story

Photo brought in from home



What's happening here?

Photographs from the centre document Layne's growing interest in exploration as he manoeuvres himself across the floor, and the documentation is supported by an additional photograph from Layne's home.

What does this assessment tell us about the learning (using an Exploration/Mana Aotūroa lens)?

The teacher comments, "His developing curiosity is becoming a significant motivator for his increased physical activity." The photographs show the things that Layne is motivated to move towards in his attempts to explore.

How might this documented assessment contribute to Exploration/Mana Aotūroa?

The teacher has documented Layne's explorations at a particular time, and photographs taken later will document how his movements change and what motivates him to move. The family is invited to contribute to the assessment by providing details of Layne's escapades at home, and they contribute a photograph for Layne's portfolio. Revisiting the photographs at home and at the centre will enable Layne to "read" his assessments and make connections between the two places.

What other strands of Te Whāriki are exemplified here?

The addition of the photograph of Layne's explorations at home illustrates how a portfolio can be an artefact of *belonging*, making connections between two environments. Photographs are "visual literacy" and are an aspect of *communication*; they also encourage oral communication by providing a common topic for family-centre dialogue.