

“I’m getting better and better”

It was so good to have the camera handy to catch the magnificent effort of perseverance by Amy today!

The first thing that Amy said to me as I approached was, “I’m getting better and better.”

“What are you doing?” I inquire.

“I’m learning to go over here.”

Amy climbs up on top of the platform to show me what she has been teaching herself to do.

Holding onto the ropes, which I have tied up a day or so earlier, Amy is using these to help her walk across the red ladder. This is not an easy thing to do as the ropes are very loose and this makes balancing somewhat difficult.

I ask you, Amy, if it used to be hard for you to get across, and you tell me that “Yes, it used to be hard.” We talk together about how with practice it has got easier for you.

Amazing!!

Now you can go both ways!

Short-term review/What next?

Amy, I really liked the way that you are able to see that you are a learner, that sometimes it does take practice to get something right! Even now as an adult it takes me lots of practice to get some things right!

I would love to see this disposition taken into other areas at kindergarten. It is good knowing that you can succeed when you find things difficult.

Jo
3 April



What’s happening here?

Amy has been practising walking across a ladder. She is recognising her ability to learn a new skill and comments to the teacher, “I’m getting better and better.”

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

The teacher emphasises Amy’s perseverance in “teaching herself” to walk the ladder. The teacher and Amy talk together about how, with practice, the challenge got easier. The teacher discusses with Amy whether this project used to be difficult, and she comments on Amy’s progress (“Now you can go both ways!”) as well as on the process that got her there (practising).

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

This documentation affirms Amy’s self-assessment: “I’m getting better and better”, and the teacher provides a general rule about learning: “sometimes it does take practice to get something right!” The short-term review describes Amy as a “learner”, and the reader understands that, in the teacher’s view, a learner practises and continues “getting better and better”.

The teacher suggests that Amy might apply this learning process to difficulties she encounters in other areas, and all the teachers will no doubt now be alert to recognising such occasions.

What other strands of Te Whāriki are exemplified here?

An aspect of *well-being* is self-management, and self-assessment (as shown in this exemplar) indicates of an ability to self-manage.

