

## *"I thought about it like this"*

Luka was playing on the swings when he went to the shed and brought out the small sawhorse. He put it under the swing and used it to climb up to the wooden bar. He informed me that "I learned how to do this." I asked him how he had learnt this. "I thought about it like this, hmmm, and then I did this and that's how I got up." Luka showed me how he had tried to put the sawhorse underneath the swing. He showed me how he was thinking, by showing me how he screwed up his eyes and went "hmm".

### *What learning is going on here?*

I was very interested that Luka has an understanding of the learning process. He knows that this involves thinking about something and trying something out. He was able to self-assess this process, which is quite a complex thing to do. Often children are not able to articulate how they "know" something, but Luka is able to clearly explain this process. It is so exciting when children develop metacognition before they go to school as it helps them assess how to do things and what they need to do to learn something new.

### *Possibilities and opportunities*

It was so cool that you could tell me about your learning, Luka. I can see that you tried to do something difficult and managed to do this. That shows great persistence. Being able to explain how you learnt to do something means you can show other children and be a great teacher. Thanks for showing me how you can climb up on the swing. I was very impressed.

Alison, 27 July

### *Teaching and learning*

Ronan asked me if I could lift him up onto the swing. I explained to Ronan that he could learn to do this by himself and that Luka would be able to help him as Luka had just learnt to do this the day before. Ronan went and found Luka who then demonstrated how to pull himself onto the swing. Ronan then had a go and Luka talked him through the process. Within no time Ronan was swinging himself on the swing.

### *What learning is going on here?*

Once again Ronan was able to seek help from an expert friend to acquire a new skill. With perseverance Ronan successfully achieved what he had set out to do. What a sense of achievement you must have felt, Ronan. I wonder what you will learn next?

28 July

### *Luka, the teacher*

This week a few children have wanted to get up on the wooden bar swing. We have sent them to look for Luka to show them how to do it. Luka has gone through the process and explained what to do and waited and helped each child to get up on the swing.

*Thank you for being such a great teacher, for sharing your expertise and helping other children learn how to do something new.*

28 and 29 July

### *What's happening here?*

Luka solves a problem, explains the process to the teacher, and then teaches others.

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

One strategy for learning how to do something difficult is to "think" through the activity first. Sportspeople have sometimes acknowledged this as an important strategy for success, and it appears to be the strategy that Luka uses in this exemplar: thinking about the difficulty (getting up onto the swing) and then visualising a solution to the problem.

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

The teacher notices, recognises, and responds to Luka's problem solving, and on later occasions, she and other teachers refer children with the same problem to Luka for advice and assistance. The documentation may have alerted other teachers to the value of expanding the realm of involvement in a problem-solving situation from "I" to "we".

Writing down the progression of stories reminds Luka (and his family) that he is a competent problem solver who can both pass on his expertise and assist others to solve the same problem.

### *What other strands of Te Whāriki are exemplified here?*

The process of teaching others – explaining, talking people through the process, and physically assisting – is also a dimension of the Contribution/Mana Tangata strand.