

Exemplars

Ngā tauaromahi

Exploration through play

Negotiations during block work

Hannah and Charlotte and Rebecca were working on really complex block structures. Other resources were being added such as cars and wooden people. Hannah sorted through all the people and chose the girls to put on her work. Charlotte also went to put some of the people on her structure but noticed that Hannah had taken most of the girls. Hannah counted hers and told them that she had 6. Charlotte and Rebecca found they had only 2 each. Everyone counted Hannah's. Charlotte then told me that it wasn't fair that Hannah had most of the girls. Hannah told me that she wanted all the girls. They sorted out what was left and could not find any more girls in the basket. Charlotte and Rebecca then suggested a "swap". The children then swapped people until everyone was satisfied.

What learning was going on here?

I was really interested in the complexity of the block structures, but then I became more interested in how the children were going to sort out the minor problem of not having what they each wanted. Although they told me their problem, I did not want to sort it out for them, as I knew that they were capable of working through this situation themselves. And I was right! I think that children often do a better job of conflict resolution than we as teachers ever can, and I am reminded of this nearly every day. Charlotte and Rebecca and Hannah worked out a satisfactory resolution to their problem, one where each still had something they wanted. They had negotiated a good result. I think they are great role models to be able to do this.

Alison
16 June

What's happening here?

Three children are each building their own block structure, complete with cars and wooden people. The children need to work out a satisfactory way of distributing the available girl figures between them.

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

This is an example of three children negotiating and compromising as they work alongside each other. It is a common occurrence in play in an early childhood centre that there are not enough resources to go around when several children want to play at the same activity. In this case, Charlotte and Rebecca solve the problem by suggesting a "swap", and they allocate the valued figures to everyone's satisfaction.

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

This assessment highlights, and documents, the process of conflict resolution and negotiation. The teacher comments that the three children are "great role models". The documentation becomes a public document that can be referred to by teachers and children on other occasions when things are "not fair".

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

Equitable opportunities are a goal in the Contribution/Mana Tangata strand of *Te Whāriki*, and aspects of fairness are also a dimension of that strand. The children count the block people in order to establish whether they have been allocated evenly; this stratagem demonstrates a meaningful and purposeful use of number, which is a feature of the Communication/Mana Reo strand.