

# A grandfather's letter

Thursday, 31 March

Tēnā koutou e ngā kai-whakaako ki te kura. Kei konei waku whakaaro e pā ana ki te ripoata mō Taylor. He mokopuna nōku.

To the staff

In regard to

I am Taylor's koro. I have just read his profile book, which I enjoyed very much. It provides an invaluable window of his life at kindy. The observation notes and comments helped me a great deal in understanding the steps he has achieved.

This is what I got out of it:

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|---------------------|---|
| 1. Feeling shy      | Staff will continue to implement name games at mat time. Staff will encourage him to be more involved in co-operative play with his peers.  |
| 2. Imagination      | Making big arm muscles (dangling helmets)<br>Wearing a ballet tutu (piupiu skirt) to do a haka.   |
| 3. Helping          | Taylor had trouble solving a puzzle. You were working at the table on another puzzle and you stopped to help Taylor by making suggestions. You guided him through his task and gave him the opportunity to complete the puzzle himself. |
| 4. Sharing          | Taylor moved around the table to help you with the fire engine puzzle. You just moved over and let him share in the activity.   |
| 5. Problem solving  | Lego construction: He has the ability to make his own decisions, choose his own materials and set his own problems. Construct-o-straws: you work with an idea in mind.  |
| 6. Retentive memory | On return from several days' absence, he reminded the teacher to look on the net for insects.   |
| 7. Deep thinker     | Teacher: I noticed this amazing picture and someone concentrating very hard.<br>Lego: Is spending time concentrating, solving, etc. ...<br>Kite: You have been very focused on making your kite.  |

Thank you for the quality time and sterling effort given to the children. What a great team! Kia ora rawa atu wāhine mā i a koutou whakangākau i a koutou pukumahi hoki ki te taura-tamariki.

## What's happening here?

A grandfather has read his grandson's profile book and is commenting on the window the book provides into his grandson's life at kindergarten as well as on the goals the child has achieved.

## What does this assessment tell us about the learning (using a Contribution/Mana Tangata lens)?

The grandfather's assessment, and the grandchild's profile book that contributes to his assessment, affirm the child as a learner with skills that are developing in a range of domains. In the list of items headed "what I got out of it", the grandfather highlights the learning that he has witnessed from reading the profile, citing assessments from it to support his statements. This is learning valued both by the grandparent and by the kindergarten.

## How might this documented assessment support Contribution/Mana Tangata?

This documented assessment is also an affirmation, from a grandparent, of the staff as teachers. It is written for the teachers. By highlighting the learning that he has noticed and recognised, the teachers are now more aware of some of the learning outcomes that the whānau values. This knowledge strengthens and enriches the relationship with the whānau and with the child.

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

A grandfather who writes to the staff in this way indicates his sense of *belonging* to the wider community of learners and teachers at the kindergarten. The learning that he recognises and values in his grandson's profile book ranges across all the strands of *Te Whāriki*.