

Teaching others

Today I wanted to laminate some of the children's work so I set up the laminator in the Castle room and as you walked past on your way outside you spotted it.

"I'll do that for you, Elizabeth," you said.

So you set about your job of laminating the pictures for me. Today, however, was different from the last time because today other children were interested, too. Oh dear, they all wanted a turn. To begin with you were very protective of your laminating, however you also let the other children join in little by little.

To begin with, you showed them exactly how the laminating worked. Once you had made the steps clear, you allowed the other children to participate. You were very careful to give them each a turn and I was most impressed as you very clearly told each of them to make sure "*it goes in straight or you will break it!*" You took great pains to stress that it was now inside the machine and that they mustn't touch it.

Once you had done this, however, it was still your responsibility to check that final product and make sure there were no stuff-ups!



Learning review

The Bianca we see in this story is the Bianca we see most at day care. She is very competent and confident. She allows other children into her world and while they are there she enriches every experience for them. By revisiting this activity, Bianca not only developed her own skill at using this machine, but she developed the skill of instructing others in its uses and safety aspects.

What next?

My goodness Bianca, what next indeed!

What's happening here?

An earlier story in Bianca's portfolio described Bianca learning to use the laminator. She had watched the teacher laminating and asked if she could do it. In this story, Bianca teaches other children how to use it.

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

Bianca's skills as a teacher in this instance include: showing the learners exactly how the technology works, giving each child a turn, clearly stating the rules ("it goes in straight or you will break it!"), and making it clear when the machine should not be touched. The teacher adds that Bianca still took responsibility for checking that the final product was of good quality.

Bianca's initial offer is to help the teacher: "I'll do that for you, Elizabeth," indicating that she is ready and willing to take on a responsible job for the teacher. However, her sphere of responsibility is extended beyond this when the other children

want a turn, and she demonstrates that she can be a competent teacher as well as a competent learner.

How might this documented assessment support Contribution/Mana Tangata?

This assessment describes Bianca as competent and confident, and it is very specific about this competence – her skill at using the laminating machine and her skill at instructing others. The teacher recognises Bianca's capacity for taking the initiative and writes: "My goodness Bianca, what next indeed!"

What other strands of Te Whāriki are exemplified here?

This exemplar acknowledges Bianca's mastery of a complex piece of technology, and one of the indicative outcomes in the Communication/Mana Reo strand is "experience with some of the technology and resources for mathematics, reading, and writing".