

The three friends

Parent's voice

Tane has had an on-going enthusiasm for sewing projects following a session at kindy where he used a needle and thread for the first time. With his "MumMum" [grandmother] he made a bag with button decorations and last week he made an apron ... The biggest challenge was coming to grips with having to finish each seam with some kind of knot to keep it all together.

Child's name: Sarah

Date: 22 June

Teacher: Lesley

		Learning story	Short-term review
belonging mana whenua	Taking an Interest	Sarah and Tane were together when Tane began to discuss his sewing experiences. Sarah was keen to pursue the idea of sewing and we went into the storeroom to find some material. Initially the idea was that Sarah would make an apron (Tane's idea) but Sarah had other thoughts!	Sarah pursued her interest throughout the morning session. (<i>Te Whāriki</i> , Belonging, Well-being)
well-being mana atua	Being Involved	Sarah wanted to make a board with material over it and she would put pieces of paper on it!	She persisted with her task and thought about ways to follow through with her idea. (<i>Te Whāriki</i> , Exploration)
exploration mana aotūroa	Persisting with Difficulty	Sarah chose her material and we used the sewing machine to attach the pieces of material together. Sarah arranged the material on the board and I used the staple gun to attach it to the board.	Sarah communicated her design ideas clearly with a small group and the large group. (<i>Te Whāriki</i> , Communication)
communication manareo	Expressing an Idea or a Feeling	Sarah wanted to make a sign that said, "No shoes allowed in my room," to go on the board. Sarah copied the words that I had written and then she illustrated her notice. We stapled the notice onto the noticeboard. Sarah read the notice to Tane and later on showed the group her board and read them the notice.	Sarah contributed to the programme, sharing her ideas. (<i>Te Whāriki</i> , Contribution)
contribution manatāngata	Taking Responsibility		What next? Continue to develop and extend opportunities for Sarah to pursue other sewing projects. Maybe we could use some sewing patterns to make clothing?

Sarah sewing



Tane and Sarah discussing their ideas about the type of fabric they could use for sewing.



Learning story

Tane walked into kindergarten this morning and said “Lesley, I want to make an ambulance jacket!” “Oh, how do you think you are going to make it – what about making a pattern of your ideas?” “I already have,” said Tane. “Here’s the pattern and here is where the holes for the arms and the head are.” Tane showed me his picture, which showed a “bird’s-eye” perspective of the jacket he loves to wear at kindergarten.



Leon said, “I’m going to make a police jacket,” and drew his pattern showing the same

view as Tane. The pattern showed the hole for the head and the arms. Sarah was also interested in making a jacket and decided to make an ambulance jacket too. The three children began to discuss who would be first to sew their jacket. “I’m first,” said Tane, “and you’re second, Leon, and you’re last, Sarah.” Sarah very quickly replied, “Tane said I’m last but I’m not, I’m third!”

Tane found the kindergarten jacket they were wanting to model their one on, and we placed it on a sheet of paper to draw around it. They each had a turn of drawing around the jacket and making a paper pattern. The pattern was then placed on the calico and cut out. They wanted words on their jackets (like the kindergarten one) so I got the fabric pens and they drew their designs on the front and the back. Leon drew maps on his police jacket and he wanted me to write the words “This is a police jacket with maps on it”. Tane and Sarah drew ambulances. Tane said to Sarah, “Can I have the red pen because the light’s off (on the ambulance), cos there’s no red on it – I need the red so the light can go.” He described in detail who was in the ambulance. “The patient got shot and that person – that’s my arm driving, I’m the driver.” Sarah said, “That’s my mum, that’s Harriet [sister] and Dad is the patient. I’m the driver. I was driving to my house. I knocked on the door and said ‘Come on, let’s go and get Dad,’ so Mum, Harriet and me drove away to where Dad had crashed!” When they had finished their drawings, they each had a turn ironing the fabric – we talked about the importance of ironing it to prevent the patterns from washing out. The next stage was to sew the jackets. Tane’s was sewn first. He controlled the foot pedal in response to my “stop” and “go” directions. He was very pleased with the result and put it on immediately! Leon and Sarah had to wait until the next day as we ran out of time!

Sewing project continued 21 August

Today it was Leon and Sarah’s turn to have their jackets sewn. Aileen set up the machine and off they went. The jackets were completed and proudly worn. They then decided “ambulance trousers” would look good! “We haven’t got a pattern for that,” I said. “Maybe your mum has, Sarah.” We then thought about what else they could make and the idea of a bag came up. So they each decided what size bag they wanted and I cut the calico to size. Sarah and Tane wanted a big bag and Leon wanted a very small bag. They drew their designs, ironed them and lovely Aileen sewed them with the children’s help! The bag making triggered interest from many others and so the bag factory began.

Short-term review

The sewing interest was reintroduced into the programme with the jacket-making idea. This interest has been evident for some months.

T, S, and L focused on their project for a long period of time. (*Te Whāriki, Belonging, Well-being*)

They were familiar and confident in the concept of using a sketch to visualise their ideas and then transfer that into the item in mind using another media (fabric).

Mathematical links were evident in the connection made with the sketched drawing to the object, the drawing showing spatial awareness. (*Te Whāriki, Exploration*)

Literacy was utilised in a meaningful way (the writing on the jackets representing their purpose). (*Te Whāriki, Communication*)

Their interest triggered interest from others, which expanded into other ideas. (*Te Whāriki, Contribution*)

What next?

Being prepared and alert to other possibilities from the group!



Parent's voice

Sarah came home from kindy saying "We have to make trousers, we don't have a pattern at kindy!" We went through the sewing box and found a pattern and fabric - it had to be enough to make 3 pairs for "the team". Sarah told me how we cut the fabric with "big" scissors and how we needed to draw around the pattern first.

Between us, we made the trousers - Sarah helping with the machine - comparing our machine to the kindy one.

The next day Sarah took her pattern, instructions and the extra fabric to kindy to give to the teachers to make the extra 2 pairs of trousers. Sarah wore her trousers to kindy for the rest of the week along with the vest and bag that she'd made at kindy.



The three friends in their latest designs

What's happening here?

This exemplar involves excerpts that have been taken from the very large portfolios of Tane, Sarah, and Leon. The excerpts all relate to a sewing project that the children took part in.

The documentation follows the project as children sew a cover for a noticeboard, jackets, and bags.

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

Book 10 analyses the learning over time (across four dimensions) for this exemplar. One of those dimensions is distribution across helpful people and enabling resources.

While Tane, Sarah, and Leon are learning about sewing and the nature of fabrics and patterns, they are also learning about the “distributed” nature of persevering with an interest over a long period. They discover that their learning is distributed across friends, peers, teachers, and family – as well as material resources. Peers act as models, consultants, and collaborators; teachers take an interest and assist with the more difficult tasks (using the sewing machine, making the patterns, expanding their language); and family members help as well. In order to sustain their projects, the children learn that they have to manage this extended network of support. The teachers help them do this. For instance, the teacher suggests to Sarah that her mother might have a trouser pattern, and Sarah follows the prompt by asking her mother when she goes home. The children become more ready, willing, and able to ask for and receive help from adults. They expect to learn from others' ideas and become more inclined to collaborate with them. Three other dimensions of strengthening learning are also featured in this exemplar (see Book 10, pp. 9–10).

How might this documented assessment support Contribution/Mana Tangata?

Many of the projects that the children take part in at this early childhood centre are written up, and frequently they are displayed on the wall. They often provide starting points for new projects (the jacket making, for instance, led to the children developing an interest in making bags) and encourage the children to build on their initiative and extend their awareness of the broad scope of possible developments.

The projects are collaborative, calling on peers, teachers, and family.

What other strands of Te Whāriki are exemplified here?

The children's developing skill at marshalling the scaffolding they need in order to persevere in difficult enterprises is an aspect of Exploration/Mana Aotūroa. Their new understandings about the technology of sewing and the use of different fabrics for different purposes is another aspect of this strand.

Drawing a pattern and transferring it to material is a mathematical skill that features in the Communication/Mana Reo strand.

Sarah, who made the sign on her board, and Leon, who wanted writing on his police jacket, demonstrated early literacy, which is also part of the Communication/Mana Reo strand.

Projects like this one cover all the strands of the curriculum. Successfully distributed learning is also a feature of the Belonging/Mana Whenua strand, and the children's enthusiasm and confidence are associated with decision making for a purpose, which is a feature of developing a sense of *well-being*.