

Exemplars

Ngā tauaromahi

Equitable opportunities for learning

Becoming part of the group

Hamish has been very interested in joining in with Luka, Ethan, Izaak and Ronan. Over the last 2 days he has tried to become a part of their group. By watching their play he found a way he could contribute to what they were doing. He got a large tarpaulin out of the shed and said he was a “wave”. This seemed to fit in well with their play in the boat and around the playground. Today Hamish did this again and eventually they developed a game where they jumped into the water off the large boxes.



thinking. Using a prop was a clever way of getting noticed and showing he had something to add to their play. It proved successful, which must have been a great feeling for Hamish.

Making new friends and developing new relationships is such a complex process. Having some creative strategies to try is a wonderful way of beginning this process with new friends.

What learning is happening here?

I was really impressed with the way Hamish persevered and thought of a way to be incorporated with the other boys' play. This showed such creative

Possibilities and opportunities

I hope that Hamish will become a part of this group. As children move off to school, new friendships often are formed with the children who are left at kindergarten. I think he is developing some good strategies for developing relationships.

Alison, August

What's happening here?

Hamish wants to be included in the games that four other children are developing. He uses his initiative and takes responsibility for making this happen.

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

Hamish has developed a number of strategies for becoming part of a group. He watches to find a way of contributing; he presents a prop (the tarpaulin) and incorporates it into the group's play; he appears to have given himself a role (as a “wave”); and this results in his becoming part of the group as they develop a group game. The teacher notes that Hamish persevered with his goal of joining the group (over two days) and that his using the prop was a creative solution.

Finding his own strategies, in this case without asking a teacher to intervene, demonstrates how a child can learn to take responsibility as they develop confidence in themselves. In New Zealand, where significant transitions are made at the early childhood stage around birthdays, when children leave close companions behind and enter new communities and groups, there are many opportunities for children to develop skills

for contributing and joining new groups, and these skills are very valuable.

How might this documented assessment support Contribution/Mana Tangata?

The assessment acknowledges the successful strategies that Hamish has used to introduce himself to a new group. It may become part of a discussion with Hamish about other strategies that might be useful, citing examples that other children have developed for particular occasions. These documented strategies also serve as reminders for staff of strategies they can suggest to children who are seeking ways to join in (see “Stevie and the pirate ship”). In this way, one episode can take on the role of an exemplar about inclusion for others in this setting.

What other strands of Te Whāriki are exemplified here?

The teacher notes that developing an inclusion strategy that is successful must have been a “great feeling” for Hamish, a reminder that relationships are a central aspect of *well-being* as well as *belonging*. Many of the exemplars in the Contribution/Mana Tangata strand are about children developing working theories for making sense of the social world, which is a domain of the Exploration/Mana Aotūroa strand of *Te Whāriki*.