

# Tiari wants to draw

## A Learning Story

Whenever I sit down to do work at the table Tiari always wants to be included.

She sees me and my husband working at the computer. Tiari can turn on the computer by herself and immediately moves the mouse (as she has seen us doing). Then she taps the keys on the keyboard. It's a bit of a stretch for her, standing, but she manages and can just see the screen. Here is a sample of her work on the computer and writing with me.

Tiari also loves writing with pens. She sits beside me at the table and quite happily writes away for quite a length of time. She even tries to add her contribution to my work! She is a budding author! Mum.

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Written by Tiari, 25 May (16 months)

## A Learning Story

Child: Tiari

Date: 7 November

Teacher: Liz

Tiari wanted a pencil to draw on some paper. She decided to draw on the easel first as I had put some paper there. She got my hand and took me over to the easel and then put the pencil in my hand. I wrote her name and then drew a circle. Tiari took the pencil out of my hand and proceeded to try and draw a circle herself. She tried so hard and did lots of pretty good circles. She then came and joined the others at the table to do more drawing and colouring with the crayons. This activity went on for quite a long time.

## Short-term review

Tiari has some really good non-verbal language and each time she "asked" me to do something I knew just what she wanted – good concentration skills and hand-eye coordination going on here. When she was trying hard to do her circles she leaned really close to the paper to make sure she had the right angle. We are trying to give Tiari the opportunity to do lots of writing and drawing each day.



## Grandparents' comment

*Tiari knows all about her book. When I opened it, she climbed up on the couch and sat on me comfortably, and as I turned the pages, she "told" me all about the pictures. She liked to point out the other children and obviously had lots to tell me about them.*

*Over the last 2-3 weeks she has become so much less dependent on adults, and has really made a big shift in thinking for herself and decision-making. We also notice how she has developed her recognition of places that are meaningful to her – Auntie Barbara's house and the playground (which is some distance from the road, but Tiari was busy pointing to it and trying to undo her seat belt.) It is a privilege to watch and enjoy her personal development.*

*Nana and Poppa*

### What's happening here?

This exemplar includes a learning story in Tiari's portfolio written by her mother, who describes her as "a budding author!" and refers to Tiari's love of "writing" with pens. Included is an example of typing by 16-month-old Tiari on the family computer. Further on in the portfolio, Tiari, now 22 months, enlists the help of her teacher to draw circles, first at the easel and then at a table. She uses pencils and crayons. Following this assessment, Tiari's nana and poppa write a Whānau voice in which they describe how Tiari likes to read her portfolio to them, pointing out other children.

### What aspects of noticing, recognising, and responding to literacy learning does this assessment exemplify?

Tiari's teacher listens and responds to Tiari's requests for help and recognises the importance of her early explorations with pencil and paper to her literacy learning. The programme allows her to give Tiari the time she needs to explore the literacy tools at her disposal. These tools are open-ended enough for Tiari to remain in control of her literacy learning. They also facilitate opportunities for her teacher to model literacy by writing her name and drawing a circle for Tiari.

This series of assessments indicates Tiari's growing interest and competence in literacy experiences and also demonstrates how different contexts (centre and family) contribute different literacy practices to Tiari's repertoire.

### What does this assessment tell us about literacy learning (using a *Te Whāriki* lens)?

The contributions of both family and teachers to these assessments enable Tiari, her teachers, and her family to see the range of interests and experiences that she is currently involved in and to make connections between her work at home and her work at the centre. This exemplar is specific about the ways in which Tiari is becoming a competent and confident learner, an aspiration of the *Te Whāriki* curriculum. Tiari is developing "an ability to be creative and expressive through a variety of activities",<sup>19</sup> a learning outcome in the Communication/Mana Reo strand.

### How does this assessment exemplify developing competence in literacy?

Tiari reads pictures for meaning. She knows she can "read" her "book" (portfolio), and her grandparents' comment indicates she expects that others will be interested in it.

Tiari is motivated to experiment with writing practices. She initiates drawing experiences and stays involved "for quite a long time". She is keen to participate when her parents are working on the computer. She understands some of the ways writing tools – pencil, paper, and the computer – are used. She expects that the adults around her will help her. It appears that she knows that putting her name on the paper is important and that this is one way in which an adult can help.

The practice in hand-eye co-ordination that Tiari is getting through her drawing circles is setting her up well for when she begins to read and write.