

Infant daily programme sheets

3 May

Today the children experienced a sensory activity using paint. They first created pictures using the stamps and then, later on, they used the roller brushes on large pieces of paper. Some of the children wanted to experience the paint on their skin so they painted their hands, and those with bare feet walked through the paint making foot prints.



Tuesday 10 August

We have had a busy time inside today. We have had lots of sensory activities for the children. The play dough was out. Later on Becca and Judy cut out fish for the children to glue onto. They painted yellow dye onto the fish and sprinkled glitter on them.

Lincoln pushes the rolling pin into his lump of play dough.



After morning tea, Daniel and Tirhys painted with the brushes onto black paper. They each had a little taste too!!

Wednesday 11 August



Amathyst enjoyed lying on her tummy, feeling the different textures of the blanket.

Emma, Lincoln and Daniel used the PVA glue to stick pieces of material to their paper. They carefully dipped their brushes into the pots and spread the glue on the paper. They learnt about co-operation as they shared the resources.



After lunch Julene, Georgia, Lincoln and Angel had great fun shaking the musical shakers.

Monday 16 August

Judy showed Bodhi a couple of times how to put the cars into the tunnel and watch them come out the other side and down the hill. Bodhi worked this out very quickly and was soon putting the cars down there himself, actively exploring and using both his fine and his gross motor skills.



Tirhys took a liking to the song on the stereo and danced away to the music, freely expressing himself with lots of fancy moves. Go Tirhys!!



What's happening here?

The teachers in the infant centre have begun to use the digital camera and the computer to create annotated daily records of learning activities. This is an alternative to writing learning stories on the whiteboard because the parents did not seem to be reading such information. Photos of children involved in different areas of play, or photos just capturing what teachers call that "special moment", are taken throughout the day. All teachers are involved in taking the photos and writing the captions.

What aspects of noticing, recognising, and responding to learning in ICT does this assessment exemplify?

The teachers developed the idea of the daily programme sheets to inform families about the daily happenings within their centre and so strengthen the relationships with family and whānau.

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

This assessment recognises that learning is embedded in responsive and reciprocal relationships. The documentation contributes to building good relationships between teachers and parents as they share experiences that have occurred throughout the day. The teachers have observed the development of stronger relationships with the wider whānau since implementing the daily programme sheets. This form of documentation has also promoted more teacher discussion, assessment, and reflection on "where to next?" within the teaching programme. It has increased the visibility of the learning in the centre, and teachers feel that it has increased their accountability for what they do and why they do it.

How does this assessment exemplify developing competence in ICT?

These annotated daily activity sheets provide a visual insight into the daily happenings in the centre, making the programme more accessible to parents. Teachers tell stories of the increased interaction between parents and also between teachers after viewing the documentation. This documentation has fostered a stronger sense of belonging within the centre.

The daily activity sheets are bound and laminated to form a book that children can revisit. Teachers talk about the enthusiasm that has been generated by the books when parents or teachers revisit them with the children.