

# Jason, the boy with the camera

15 June

Yesterday, Kogi and I decided that this week we would concentrate on taking photos. So this morning, I took the camera outside with me, hoping to get some great shots.

It was very quiet outside, and Jason, you were sitting by yourself - so I took a picture of you. We both noticed when I showed you the photo that there was a shadow there!



You were so curious about the shadow, and about the process of taking photos that I thought you might want to have a turn for yourself.

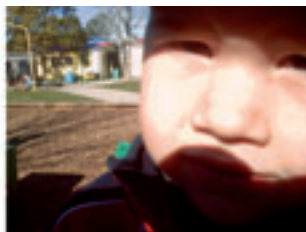
You noticed that there were other shadows on the ground, and you focused on taking pictures of all the different sorts and sizes of shadows. First, you took pictures of your shadow and mine.



Then you took lots of photos of all other sorts of shadows.



When you had taken lots of pictures of shadows, you decided you would like to take photos of other people - just like I had taken one of you.



The other children were so interested in what you were doing, that they started to get excited about doing it too!

### What was Jason learning here?

Jason had not been at morning kindergarten long, and had been finding it all very overwhelming. As part of the process of settling into a new situation, he had been looking for people who would be likely friends. Being behind the camera, he was not only able to take photos of what interested him, but also to approach people that he would have not otherwise approached.

### Where can we take the learning from here?

With a new term, Jason is not the only new child at morning kindergarten anymore. I wonder if he would like to take photos of the newer kids? The interest from the other children on this day is also something we could probably pursue so the whole group benefits. We haven't really pursued this technology with the children yet, and with the arrival of a new video camera, camera, TV, and video player, the scope for extending Jason's interest in photography is limitless. He could maybe play a mentor role for the other children in this endeavour – show them how to use the new technology?

### Links to the Curriculum:

Belonging, Goal 2; Contribution, Goal 2; Communication, Goal 4.

Jason will develop the confidence to express his ideas and creativity through the new technology and to assist others with this technology. Jason will perceive himself as being capable of acquiring a new skill and become familiar with the technology, which will become a tool for him to understand his abilities as a competent learner.



### What's happening here?

A teacher, recognising a child's interest in the photos she has taken, encourages him to take some photos himself. Other children become interested in the boy's photos, and this shared interest helps him to approach and get to know the other children at his centre.

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

Initially the teacher encourages Jason to work with a camera to help to develop his sense of belonging and to discover his interests. She recognises Jason's interest and involvement in his camera work as well as the value of giving Jason the camera and allowing him to explore its possibilities. The teachers recognise that the "scope for extending Jason's interest in photography is limitless". Jason's photos of shadows are creative and unusual. The assessment includes the consideration that Jason could have a mentoring role with other children in the use of technology at the centre. The teachers recognise that this role could play a positive part in helping Jason to see himself as a capable and competent person. Jason can now read this story about his learning and share it with his family.

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

In this exemplar, Jason is given a camera to photograph what he is interested in (initially shadows), and he then begins to photograph other children. Jason is a new child at morning kindergarten, and teachers see this activity as an opportunity to increase his sense of belonging. Teachers comment that "Being behind the camera, he was not only able to take photos of what interested him, but also to approach people that he would have not otherwise approached."

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

In this exemplar, a child's use of a digital camera is combined with computer-based software to allow teachers to enhance his learning experiences. A technical skill (digital photography) is transformed into a learning experience through the creation of a visual learning story.