

Reels of fun

Date: 13 May

Teacher: Karla

What a fun afternoon we had today, Zach. Who would have thought that so much fun and laughter could have come from those yellow plastic reels?

It was lovely outside on the grass and you were enjoying a nice quiet cuddle when I introduced you to the reels. Together we stacked them up on top of each other, higher and higher until they wobbled. But before they could fall over on their own accord, you reached out and toppled them over yourself – then collapsed into a fit of giggles!

Encouraged by how much you enjoyed this the first time, we stacked the reels time and time again, and every time you knocked them over and giggled contagiously. What a lovely sound that was too – so much so that it brought us an audience. Lorraine came to see what all of the laughter was about and so did a number of the other children.



Flynn decided that it looked like so much fun that he would join in too. You didn't seem to mind this at all. In fact I think you quite enjoyed having someone else to share the occasion with!!

What's happening here?

Firstly, Zach seems to be really enjoying himself, which is great to see. But he is also learning a thing or two at the same time. Zach is discovering all about the art of balance and where to place the yellow reels in order for the stack to stay standing. He is also learning about gravity, as when the reels do topple they fall back onto the grass. But most importantly, he is learning the art of playing here at the centre with and alongside other children. Although Zach and I initiated the play, he was more than happy for other children to join in the fun.

What next?

It seems that Zach quite enjoys the concept of building things up to watch them fall, so perhaps we could introduce him to the building blocks. We could also look at using other objects, such as old yoghurt containers or plastic teacups, to stack outside too. We can also encourage other children to come and play with us to further Zach's experience of playing alongside other children.



What's happening here?

It is early days for Zach. The centre is a new environment, and he is just starting to build a sense of belonging in this new place. The teachers have captured images of Zach's play with all the bright yellow reels on video and by creating very small clips on their digital still camera. The video clips are used to give immediate feedback to Zach's mother when she arrives to pick him up, so she can have a window into his day at childcare.

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

This exemplar shows that the teachers are totally committed to building strong, reciprocal relationships between themselves and the families. The video and photographs provide evidence of a responsive relationship between Zach and the teacher, and the documentation contributes to the relationship with his family.

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

This assessment indicates a shared understanding that learning is embedded in responsive and reciprocal relationships. The provision of documentation contributes to building good relationships between the teacher and the parent. The use of video clips ensures that Zach's parents can see exactly how he has been getting on at childcare, and they provide visual reassurance for the family when they see their child happily interacting with children and teachers.

The learning story illustrates and makes visible the learning that is going on for Zach. The teacher focuses on the value of the relationships he is establishing in this place.

How does this assessment exemplify developing competence in ICT?

In this story, the teachers have used a digital camera to take photos of Zach's learning and have written it up into a learning story for his portfolio. This can then be shared with Zach on a daily basis, and his family can take his portfolio home whenever they wish to. Zach may be observing this process and beginning to recognise that ICT is "something we do" in this setting.