


# Brittany and Hayley compare records

## Learning Story

Child's name: Brittany  
 Date: 17 October  
 Teacher: Shelley

		Examples or cues	A LEARNING STORY
belonging mana whenua	<b>TAKING AN INTEREST</b>	Finding an interest <i>here</i> – a topic, an activity, a role. Recognising the familiar, enjoying the unfamiliar. Coping with change.	<p>Brittany came to the swings. She started to tell me about the trapeze swing she was on.</p> <p>Brittany told me the story of how her sister, Hayley, had a photo taken on this swing when she was at kindergarten. Hayley has a photo in her portfolio of being upside down on the trapeze swing. You can see all her tummy.</p>  <p>I was holding the digital camera and Brittany asked me if I would take a photo of her, just the same as Hayley, so she could have it in her folder. Brittany arranged herself and I took the photo.</p>
well-being mana atua	<b>BEING INVOLVED</b>	Paying attention for a sustained period, feeling safe, trusting others. Being playful with others and/or materials.	
exploration mana aotūroa	<b>PERSISTING WITH DIFFICULTY</b>	Setting and choosing difficult tasks. Using a range of strategies to solve problems when 'stuck' (be specific).	
communication manareo	<b>EXPRESSING AN IDEA OR A FEELING</b>	In a range of ways (specify). For example: oral language, gesture, music, art, writing, using numbers and patterns, telling stories.	
contribution manatangata	<b>TAKING RESPONSIBILITY</b>	Responding to others, to stories, and imagined events, ensuring that things are fair, self-evaluating, helping others, contributing to programme.	

Short-term review	What next?
Hayley is nearly eight. I realised the link the portfolios have for children, siblings and the whole family. Brittany was exact in her description of Hayley's photo and wanted hers to be the same.	A reminder, as a teacher, to listen and support children in their need to make sense of their world through recall and revisiting important happenings / achievements over and over.

## Learning Story

Child's name: Brittany  
Date: 4 November  
Teacher: Shelley

### A LEARNING STORY

Last week, Brittany was chatting about the swings. She said she had had another look at Hayley's portfolio and the picture was not quite the same. In Hayley's, she had both hands released from the trapeze bar. Brittany was still holding onto the bar. Brittany explained that she could only let one hand go. But in a photo Brittany has in her portfolio, she is releasing a leg. Hayley did not have that in her portfolio.

Later in the session, Brittany was on the slippery pole. She asked if this was new, as Hayley did not have this photo.

As a teacher, I find this a fascinating exploration of connections. It is a natural progression for Brittany to measure her skills against Hayley at the same age. When Hayley visited on Friday, they went straight to the book and Brittany was reminded. "My jumper was over my face." You could only recognise Hayley by her tummy and clothes. Brittany knows we share her interest in her explorations. This is ongoing and such a positive form of competition.

Brittany asked me to take another photo of her on the swing. "I was upside down. One was hanging on, one wasn't. It's hard. Hayley can't do this. Her photo was just upside down. She was letting go. I can do one hand letting go."



### What's happening here?

This is the story of two sisters, aged four and eight, who use their early childhood centre portfolios as reference points for discussions about achievement. Their parent has described elsewhere how Hayley (aged eight) has continued to add special things to her portfolio and how she and Brittany (aged four) often sit down and go through Hayley's kindergarten portfolio.

### What aspects of children's contribution to assessments does this exemplify?

Brittany uses a photo in her older sister's early childhood assessment folder (taken four years earlier) as a reference point for judging her own achievement. She asks the teacher to take a photo of her "just the same as Hayley". Brittany carefully compares the two photos of swinging upside down from a trapeze bar at age four. She points out that Hayley has both hands free, whereas she, Brittany, has one leg free. She also adds that she can do it with one hand free.

### How might this assessment develop children's capacity to contribute to assessments?

This exemplar includes a number of voices. Brittany requests the photo for her assessment record and makes the comparison (adding information about what she can do), and the teacher tells the story, recalling background information provided by a parent. All voices combine to provide a rich picture of Brittany's achievement in one area and of her perspective on this. When Brittany revisits this assessment, it can reinforce for her the importance of her own contribution.

### What might this tell us about informal noticing, recognising, and responding in this place?

The teacher comments that "I realised the link the portfolios have for children, siblings, and the whole family". She also comments on the children making "sense of their world through recall and revisiting important happenings achievements, over and over".