


Alexandra corrects the record

Child: Alexandra
Date: 30 November
Observer: Helen

Learning Stories

		A Learning Story
belonging mana whenua	TAKING AN INTEREST	<p>Alex brought her portfolio to me and asked if we could look at it together. She had rushed off to get it after observing me checking through Corey's portfolio, which he was taking home with him today after celebrating his fifth birthday.</p> <p>We turned to the first page, and Alex pointed out her name in a learning story and then ran her finger in a straight line down the page, pointing out her name again and again and saying, "That's my name." She did this with the next learning story, too.</p> <p>We slowly worked our way through a few more pages, looking at photos and trying to remember the names of children who had left some time ago. I read out two short learning stories to Alex. One included Michelle, and Alex pointed to her in the photo and said, "That's Michelle. She's coming to my party." I read the Child's voice on the next page, and she looked closely at the photo and decided she would build the block construction displayed. I suggested that she take her portfolio with her to the block corner so that she could copy it.</p> <p>Alex built it quickly, but while she was away getting some paper and a felt pen, her construction got knocked over. I sat down near her to help protect her work and hold her portfolio for her as she rebuilt it. She moved closer to me, bringing the paper and felt pen with her. We looked closely at the photo and, after we had discussed the size of the blocks used previously, Alex chose some different blocks. She rebuilt her construction, and we discussed it, comparing it to the photo. She noticed that in the photo she was holding a block in each hand and immediately went back to her building and added the same blocks to her construction. I asked her if the blocks shown in her hands in the photo were later added to that building, and she said they were.</p> <p>Alex was then satisfied and turned her attention to copying down on her piece of paper the first line and a half of the Child's voice.</p>
well-being mana atua	BEING INVOLVED	
exploration mana aotūroa	PERSISTING WITH DIFFICULTY	
communication mana reo	EXPRESSING AN IDEA OR A FEELING	
contribution mana tangata	TAKING RESPONSIBILITY	
		Short-term review
		<p>Alex enjoyed revisiting the work in her portfolio and reproducing it. Alex showed great perception of detail by noticing the blocks in her hands in the photo.</p> <p>She pictured the finished construction in her mind and built it from the unfinished building in the photo.</p>
		

Child: Alexandra
Date: 30 November
Observer: Robyn and Helen
Subject: Tower building and literacy

A Learning Story

Alex appeared with her portfolio and began to look at it with Helen in the back room where the blocks are. She decided to rebuild a tower that was documented in May. Helen's learning story records the narrative in more detail. There was a lot of discussion as Alex chose the exact blocks needed to replicate the original tower. I could feel the excitement and enjoyment Alex was experiencing as the tower took shape.



Alex announced that she would write the story and began to carefully copy the story written in her portfolio.



She worked in a very relaxed manner, discussing progress with Helen. It was obviously a very enjoyable situation.



As I watched and photographed, I felt very excited. Alex had initiated the whole exercise, and she was actively pursuing the opportunity to write. She not only connected the narrative in the story to her current block building but also wanted to be the story writer. This has been one of those wonderful moments!

What's happening here?

Alexandra and a teacher revisit her assessment portfolio. She then reproduces an earlier block construction.

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

This is an example of a child revisiting her portfolio with a teacher. Alex picks out and reads her name throughout, and the teacher reads some earlier learning stories to her.

Alex then "corrects" the record, using the documentation to rebuild one of her earlier constructions. (The photograph had been taken before the construction was completed.)

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

Social sharing of episodes assists children to become familiar with the structure of stories and storying. In this case, Alex also understands that she can add to the record.

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

Alex and her peers in this centre have ready access to their portfolios. This teacher is willing to read stories back to the children as a way of helping them to develop their views of themselves as competent learners. It also encourages their emergent reading skills and interests and provides a catalyst for self-assessment and planning.