

Emptying the supervisor's bag

Child's name: Campbell
Date: 28 June
Teacher: Carol

A LEARNING STORY		
belonging mana whenua	TAKING AN INTEREST	Campbell delights in pulling objects out of the supervisor's bag (rolls, verification forms, and so on). He opens the books carefully for an eighteen-month-old. He scans pages and, if he manages to find a pen (crayons are of little interest), he will hold the pen correctly and write small precise symbols. So as not to deter Campbell's interest in books and pens, the staff replaced the supervisor's bag with another bag. Campbell investigated that bag ONCE, then set about climbing over the small fence and searching around until he found the original bag and proceeded to pull out the much-coveted books. Squealing and chuckling, he proceeded to turn the pages.
well-being mana atua	BEING INVOLVED	
exploration mana aotūroa	PERSISTING WITH DIFFICULTY	
communication manareo	EXPRESSING AN IDEA OR A FEELING	<p>Short-term review</p> <ul style="list-style-type: none"> • Has a specific interest and will persist to fulfil his desires. • Has precise skills and takes care with books. <p>Campbell's mother says he loves "reading" the junk mail.</p>
contribution mana tangata	TAKING RESPONSIBILITY	<p>What next?</p> <ul style="list-style-type: none"> • Find an old roll book. • Give Campbell opportunities to use pens and other media for writing.

What's happening here?

Campbell has a particular interest in pulling objects out of the supervisor's bag. The staff replaced the supervisor's bag with another, but Campbell is interested in the real world of current roll books and verification forms. The teachers suggest that they might find an old roll book that looks the same.

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

The staff and family are commenting on Campbell's behalf. The teachers are identifying Campbell's goals (and value them enough to try to accommodate his determination to pursue this goal). Campbell's "squealing and chuckling" indicate his satisfaction at having achieved his goal.

The family is assisting with this attempt to understand what is important for Campbell. The staff have picked up on a comment by Campbell's mother that he loves "reading" the junk mail, and they use this information to plan for him.

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

The topic of this item in Campbell's portfolio is his pursuit of two particular interests: "reading" books

that are valued by adults and using a pen to write symbols. The documentation, an attempt to see the world through Campbell's eyes, has contributed to ongoing planning for Campbell's learning.

A comment from Campbell's mother indicates that he also likes to "read" the junk mail that comes into the house. This comment is written down, and this interest will be pursued later at the early childhood centre. (It is the topic of another story in Campbell's portfolio six weeks later.)

Campbell's particular interests in "real" books, pens, and writing are documented here, together with some of the planning that followed. Through this planning, the staff will help Campbell to continue to pursue his goals and reinforce his sense of what counts as "good work" for himself (see Guy Claxton's comments on page 3).

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

The staff searched for ways to develop Campbell's interests in appropriate contexts. They appear to value the focused attention and delight that this example illustrates.

Parents' comments on the children's interests are valued, too, and written down to become a consideration for planning.