

A gift of fluffy slippers

Child's name: Vini
 Date: November
 Teacher: Rosie

Learning Story

A LEARNING STORY

belonging mana whenua	<p>"My Mother's slippers are broken," Vini explained to me. "I would like to make her new slippers," he continued.</p> <p>"Great, Vini – what a thoughtful idea ... What do you think you need to make them?" I asked.</p> <p>"Hmmm ... cardboard ... brown cardboard," he decided.</p>
well-being mana atua	<p>I suggested that he draw around the shape of my feet – he agreed my feet were approximately the same size as his mother's. These were skilfully cut out.</p> <p>"Next I would like some material," Vini decided as he fossicked through the fabric container. He produced the yellow fluff and together we negotiated our way around the shape of the soles. (Cutting sheepskin requires quite some effort!)</p>
exploration mana aotūroa	<p>With the aid of the glue gun, the soles were attached along with the top of the slippers. Vini liked the way I slipped my foot into my shoes – his slipper design followed along the same theme.</p>
communication mana reo	<p>"These are superb slippers, Vini! – have you finished them?" I enquired.</p> <p>"No ... not yet ... they need a ribbon," he answered.</p> <p>It was to be the pink boa – a feathered strand tied in a bow with a blue pompom to top them off!</p> <p>The wrapping process began ... great thought went into the colour of the paper and of the bow around the top of the parcel. Glitter and glue were used in the final finishing touches of his gift.</p>
contribution mana tangata	<p>Vini presented his most precious gift to his mother after mat time ...</p> <p>Shalu held the beautiful slippers to her heart and, overwhelmed, she sighed and said ...</p> <p>"A gift to be treasured for a lifetime."</p>





Short-term review

What can I say, Vini? Words really cannot describe the thoughtfulness, caring and love you demonstrated today. Mummy was so right when she talked about a 'gift for a lifetime' ... You are a wonderful example to us all ... we are so incredibly proud of the person you are ... may you continue weaving your magic forever.

QUOTE FROM PART OF THE PARENT'S VOICE:

Vini has been a very affectionate son from the beginning. But now here I have proof. The slippers he made for me were unbelievable in terms of thoughtfulness and technical perfection for a little child. I am also very very thankful to all the teachers for helping him to be what he is today and what he will be tomorrow ... Many thanks for spending all that time (and so patiently).

What's happening here?

Vini, aged four, tells the teachers that his mother needs new slippers. He makes a pair for her (with much measuring, gluing, and decorating). The teacher writes this up for his portfolio, and Vini's mother adds a comment.

What aspects of community participation does this assessment exemplify?

This exemplar is an example of an assessment that is accessible and detailed enough to invite the family to suggest developments and alternatives and to contribute knowledge and expectations from home. It invites their participation.

Vini's mother adds to the assessment of Vini's work. Her contribution includes a reference to the technical expertise that this work illustrates. She writes that the slippers were "unbelievable in terms of thoughtfulness and technical perfection for a little child".

How might this assessment encourage community participation?

The teachers' ongoing comments in Vini's portfolio indicate that they value comments from his parents.

Vini's mother provides an in-depth comment on her son's early childhood education. The teachers include it in the assessment, encouraging further contributions.

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

In writing about this episode, the teacher emphasises Vini's developing identity as a caring and thoughtful person. The commentary is written to Vini. The assumption is that this story will be read back to him.

A range of materials and tools (such as the scissors and a glue gun) are available for the children to use in their constructions so that the teachers can readily respond to the children's plans. In this case, the teacher recognises a learning opportunity and appears to provide just the right amount of assistance at the right time, helping Vini to make a pattern and assisting with the cutting.