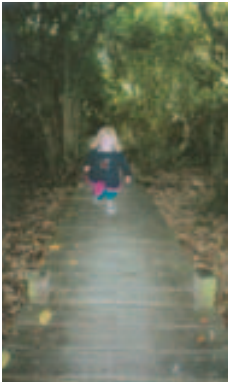


## “I did it!”



Hannah, Rena, and I went to Riccarton Bush this morning. On a previous visit, Hannah had to be carried over the raised walkways. She indicated that the gaps between the planks (and the fact that she could see down through them to the ground) were the issue.

Today, however, she dared to crawl across the first platform after watching Rena (seven years old) bound across. She moved very slowly as she looked down through the gaps to the earth below. Rena and I both supported her bravery with lots of fervent encouragement. At the end, we made a huge fuss over her.

“I did it!” said Hannah as she clapped her hands in self-applause.

When we got to the next similar construction, she didn’t even appear to notice it coming. She was running behind Rena and ahead of me. Rena just flew over it, and Hannah followed – still running – and she didn’t balk, either. She looked so amazed (as was I) when she got to the other side. After I expressed my delight at what she’d done, she jubilantly commented, “It’s not scary.”

I asked her to do this again so I could photograph it. As she ran across the platform again, she smiled, and as you may have noticed throughout this book, Hannah doesn’t generally smile for photos!

### What’s happening here?

Hannah succeeds in crossing a raised walkway with gaps between the planks.

### What aspects of competence does this assessment exemplify?

To fully participate in the walks around this home-based setting, Hannah has to negotiate several raised walkways where she can see down through the gaps between the planks. The teacher explains that she found the gaps frightening and that it needed “bravery” for her to manage the walkway independently.

### How might this documented assessment contribute to developing competence?

The teacher asks Hannah to repeat her achievement so that she can take a photograph. This photograph, together with the commentary, is testimony for Hannah and her family of Hannah’s courage.

The process of achieving this goal is described (she crawled first, very slowly) so that Hannah can appreciate the progression from “scary” to “not scary” and from inability to competence.

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

The teacher allows Hannah to take her time over tackling a challenge (she was carried over the raised walkways on a previous occasion) and then expresses “delight” at Hannah’s achievement. Rena (aged seven) modelled “flying” across the bridge.