

Growing potatoes

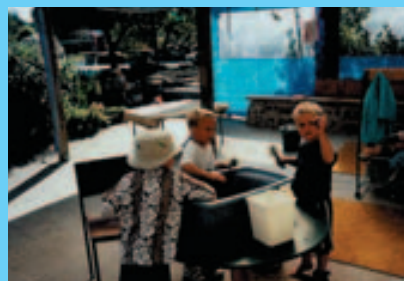
The children here learn, as a group, about real things, like gardening and how this contributes to daily life. Growing and harvesting crops in a semi-rural township is a significant economic event that involves everyone.



*"Are they ready? How do we know?
Let's dig one up to see its size."*



"They're big."



*The Potato Scrubbers
"Does that look clean to you?"*



*They shared the potatoes out for scrubbing,
showing good maths skills.*

What's happening here?

This is part of a wall display about growing potatoes at an early childhood centre.

What aspects of competence does this assessment exemplify?

Being part of the collective of potato growers is a valued role at this centre. As the introduction makes clear, growing crops is a "significant economic event that involves everyone" in the wider community.

How might this documented assessment contribute to developing competence?

The wall display, viewed by families and whānau, children, and visitors, reminds the readers that early childhood education here includes learning roles and values (and the skills and understandings that are allied to them) that are relevant to the wider community.

Wall displays then become books, which are able to be revisited some time later by the children and teachers, emphasising the continuity of valued projects and competencies.

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

In this centre, there is an emphasis on tasks that have meaning in the wider community. The teachers recognise and respond to opportunities for learning that are both collective and real.



*Once cooked, now the taste test – a little
butter – a little salt and mmm ... e kai.*