



# Daniel's new grip

Child's name: Daniel  
Date: 31<sup>st</sup> May  
Teacher: Dallas

## Learning Story

		Examples or cues	A LEARNING STORY
belonging mana whenua	<b>TAKING AN INTEREST</b>	Finding an interest <i>here</i> – a topic, an activity, a role. Recognising the familiar, enjoying the unfamiliar. Coping with change.	What a lovely story today. Daniel says that he would like some space to do a drawing. I watch as Daniel starts to write his name and comment that he holds the pen differently now. Remember I say, and recall an older story of when Daniel was writing his name. I get Daniels' portfolio and turn to the picture of him writing. "And remember," I say again, "you kept saying 'I can't, I can't'. Now look, you can write your own name Daniel."
well-being mana atua	<b>BEING INVOLVED</b>	Paying attention for a sustained period, feeling safe, trusting others. Being playful with others and/or materials.	Daniel is very impressed with himself I can tell because he wants to go and show Jo, and next Melissa. "Look I hold my pen like this now," says Daniel to each of the teachers, giving a demonstration.
exploration mana aotūroa	<b>PERSISTING WITH DIFFICULTY</b>	Setting and choosing difficult tasks. Using a range of strategies to solve problems when 'stuck' (be specific).	Daniel says that "mum and dad taught me how to write my name. But he taught himself how to hold the pen."
communication mana reo	<b>EXPRESSING AN IDEA OR A FEELING</b>	In a range of ways (specify). For example: oral language, gesture, music, art, writing, using numbers and patterns, telling stories.	 <i>Daniel shows how easily he can write his name now, wonderful.</i>
contribution mana tangata	<b>TAKING RESPONSIBILITY</b>	Responding to others, to stories, and imagined events, ensuring that things are fair, self-evaluating, helping others, contributing to programme.	 <i>Daniel talks to Jo about sharing his new skills with the class. Look at the new grip he has now.</i>

### Short-term review

I love the way that Daniel seems so pleased with himself, and am really pleased with how much he wanted to show everyone what he is doing. He tells me that he is going to practise more and do more. With good feedback from his peers and teachers I am sure that this is all the encouragement he needs. What do you think, Daniel, is that a good idea?

### What's happening here?

Daniel's teacher refers to his portfolio to emphasise his progress.

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

The teacher records Daniel's progress in handwriting.

### How might this assessment contribute to continuity?

The portfolios in this centre are a collection of work in progress. Teachers can refer to earlier

stories to highlight for the children evidence of their achievement and progress.

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

The teacher is able to "recall an older story of when Daniel was writing his name". She can link the present with the past to emphasise the learning.