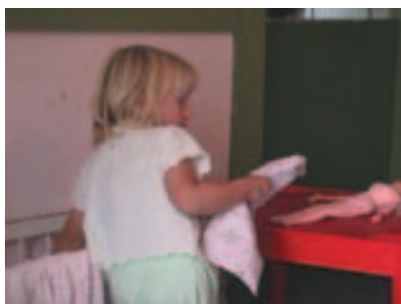


# Greer's increasing confidence

## February

Teacher: Robyn

I was staying close to Greer and encouraging her in her play. At the same time, I was overseeing the play of six or seven other children in the room. Greer was involved with the dolls, but her concentration was interrupted by her need to look around and check for my reassurance in the presence of a lot of children.



## July

Teacher: Kerri

I noticed Greer at the puzzle table, very involved in her puzzle. She had been playing with Zhanaira, but now she was choosing to be alone. The puzzle was one of our harder ones, and Greer was very competent in doing it. She spent a lot of time trying to get the hat on the puzzle person.



As I sat with Greer, she used a lot of non-verbal communication. She looked at me as I spoke and nodded her head.

## Short-term review

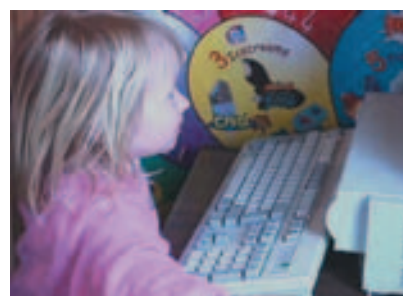
Greer had been playing in the back room with other children, being the baby in their game. I had reminded all the children that Greer can make her own choices and that they needed to give her the freedom to decide.

Greer moved on to the puzzle table from there and chose a tricky puzzle with two layers. She worked systematically, starting with the feet, then the head, the body, and lastly the legs. When Greer had finished, she shrugged her shoulders and rubbed her ears, showing a flicker of excitement.

## August – What a breakthrough!

Teacher: Robyn

Greer was working on the computer with Samantha nearby. She was using the memory game with the little man and all the doors. Greer was using the mouse confidently and successfully to play the game. Suddenly, she began to call to Samantha and talk to her about the little man going away to hide and her finding him again. She became more and more excited as her skill improved.



This was the first time that I had seen her so animated and calling out in the Centre. What a breakthrough!

## December

Teacher: Kerri

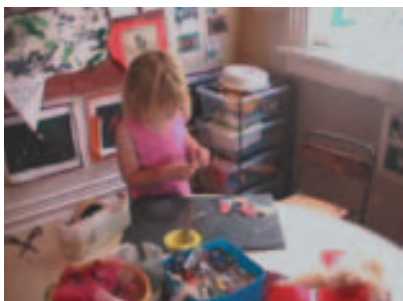
I have noticed big changes in Greer lately. The most exciting change is in her level of confidence. Greer is happy to have a familiar person to spend time with at the centre, her friend Sophie.

Today Greer had a lovely time with the sticky tape. Her newfound confidence enabled her to fully explore her surroundings. She began by joining my group at the collage table, quietly finding a chair for herself and giving me a smile. Greer told me that she could write her own name and proceeded to draw me a star.

### Short-term review

Greer has broken through some great barriers and now feels confident enough to talk to all the teachers and children. This has been helped by having her friend Sophie attend the centre on the same days as her.

It is very rewarding to see Greer being so animated and excited and discovering all the possibilities the centre offers her.



## May

Teacher: Samantha



Greer chats confidently with Grace, Sophie, and Kelly.

## May – Visit to O-Huiarangi

Teacher: Kerri

It was such a big help to have Greer in my group. She helped Rhys and Logan up all the steps. She spoke very gently and encouragingly. I especially loved the way Greer made a special effort to look into the boys' eyes when she spoke to them. She chatted away throughout the whole trip and made sure she got the window seat on the bus when we came home.



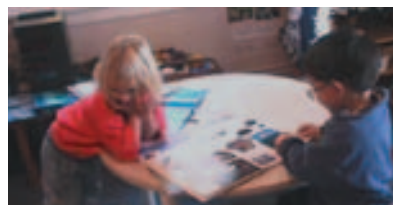
In the weeks that have followed, I have noticed that Greer is still interested in reading and writing about our mountain.

### Short-term review

Greer is constantly increasing her confidence, and it is wonderful to see her starting to take a supportive role with children younger than herself. She is showing interest in maintaining the friendship she made with Logan on the day of the trip. She is also taking her interest in the mountain further by looking at books about mountains and volcanoes.

## May – Engaged in reading

Teacher: Kerri



Greer's interest in our mountain, O-Huiarangi, continues after our recent visit.



Greer listened intently to Cameron as he talked about volcanoes and then began to read her own book. Then she started talking quite confidently to Cameron about volcanoes.

#### Short-term review

In the past few months, I have noticed Greer developing a sense of belonging and contribution. She actively contributes to conversations and group play and has starting giving support to younger children.

I believe learning about the environment around us – our beaches and mountain – has been exciting for Greer because she is actively engaging in all the learning around her. Greer always has a lot to say and is asking questions and sharing a lot of information about her family, in particular, her brother Blake.

#### What next?

Greer is the most wonderful artist. She might like to draw or paint pictures of our mountain, O-Huiarangi. I would like to see if a group of children would like to go to the field, sit on the cricket pitch, and draw the view of O-Huiarangi. Greer may be interested in this.

#### June

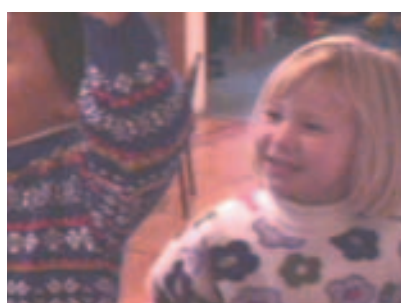
Teacher: Samantha

Today, not long after Greer arrived, David saw her, and the two were together for a lot of the morning after that. They spent the morning doing activities, playing games together, and just laughing at each other's antics.

#### Short-term review

A lovely friendship has developed between Greer and David. It started a few weeks ago, and now they often seek each other out on the days when

they are both here. David puts Greer very much at ease, and she feels comfortable communicating with him and even directing their play.



#### August

Teacher: Lee

David and Greer enjoying some dramatic play.







Greer asked me if I could help her make a tall doll.



Greer lay down on her finished picture to see if she still fits. "Yes, I still fit".



### August – Singing to a crowd

Teacher: Kerri

Story time on Thursday was very spontaneous. I invited anyone to get up and sing us a song. Amy was the first one to put her hand up and say she would sing. The song was not one that most children knew, and she became very shy about doing it. Greer said she knew the song, so I invited her to come and sing it. She came straight up to the front of the group and sang very confidently.

### February

Teacher: Judy

Henry, Zachary, Greer, and I spent yesterday's session playing the postman game, collecting and writing some letters. When Greer left today, she gave me a big hug. I felt good having friendly contact with her because today was only my second day at the centre.

### What's happening here?

These excerpts, taken from Greer's portfolio over two years, illustrate her increasing confidence, particularly in communicating with others at the childcare centre.

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

The excerpts exemplify Greer's developing communication skills and dispositions for participating in the life of the centre. Her communication is not only verbal but is also through an increasingly diverse range of media.

Greer's increasing confidence is illustrated by her taking on the role of supporter for the younger children.

Greer's engagement in reading and exploration of O-Huiarangi and volcanoes are integrated with the development of a new friendship.

Communication and initiating are part of another developing friendship as Greer and David collaborate in dramatic play and building.

### How might this assessment contribute to continuity?

Greer and her family can revisit this record of her increasing participation in the life of the centre, her increasing capacity and inclination to develop friendships (on one occasion initiated by the computer and on another by a trip to the nearby mountain), and her increasing willingness to help the younger children. The record traces and supports her developing identity as a competent learner and communicator.

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

Greer's learning pathway is documented and communicated to others informally and formally (with written comments and photographs). Five teachers have contributed to this documentation – the record of continuity has become a collaborative enterprise by all the staff.