

Fe'ao

Introducing Fe'ao



Learning story

30 September

Teacher: Karen

The children were all inside today as it was a rainy and windy day. When I came across Fe'ao and Fatai, they had set up their own card game and were deep in concentration, taking turns to put their cards in the middle. They had found some dinosaur matching cards in the science area and were using these to play their game. When they ran out of cards in their piles, they would deal them out again.



Short-term review

Fe'ao and his friend Fatai set up their own game independently. Fe'ao understands that games have rules and that you take turns. Fe'ao was so skilled in setting up his card game that I wondered if he was using prior knowledge. Has Fe'ao seen adults or other children playing cards at home or on television?

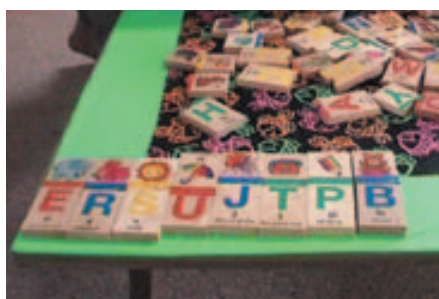


Learning story

13 November

Teacher: Karen

Today Fe'ao joined me at the puzzle table. There was a new alphabet puzzle out. Fe'ao took an interest in the pictures and began to pick them up, telling me what was on the pieces. We turned this into a game. I read a letter and the word, and Fe'ao looked for the picture to match and then fitted the two pieces together. We used the puzzle box as a reference because it had a picture of the complete puzzle on it.



Fe'ao was really focused on this activity and took time to look at all the pictures, checking with the picture on the box and back with the letter piece I had. He would then continue to scan the pieces until he found the right one. A friend joined him and offered some advice on which piece he should be choosing. "No, wrong one," Fe'ao replied, pointing at the box to show the picture he was looking for. Fe'ao continued to play the game for some time.

Short-term review

What impressed me about this story was Fe'ao's concentration. He was really focused on the task he had set himself and had the confidence to express his ideas. Fe'ao is showing an interest in letters and the alphabet.

What next?

Ensure that Fe'ao has the opportunity to revisit this activity, both in small groups and one to one.

Parent Voice

When Fe'ao arrived home with his school folder, he wanted to show everyone what was inside the folder. He explained what he was doing on the photos.

He will name each person appear on the photos, if he notice anyone looking up his folder, he will not leave that person look alone, he will come sit next to that person and explain all inside the folder.



Where has Fe'ao's body gone?

Today at kindergarten Fe'ao was busy in the sandpit with his friends and Perry. They took turns to bury their bodies.



Fe'ao's amazing plane

Learning story

23 April

Group story

A LEARNING STORY	
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Learning Story

Term 1

Teacher: Jane



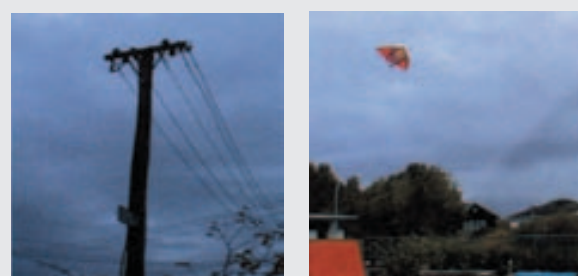
"I have my kite shape ready. Now I need to cut some ribbon out."



"I'll use some sticky tape to stick the ribbon on."



"Now I'm ready to fly my kite."



"When we are flying kites, we need to remember to look where the power lines are and keep our kites away from them."

Short-term review	What next?
During Term 1 the children had a strong interest in kites and it is continuing this term. Children experiment with designs and materials and then tried to fly them.	Develop this group interest into a long-term project for term 2.

What next?

We will continue to foster Fe'ao's interest in kites:

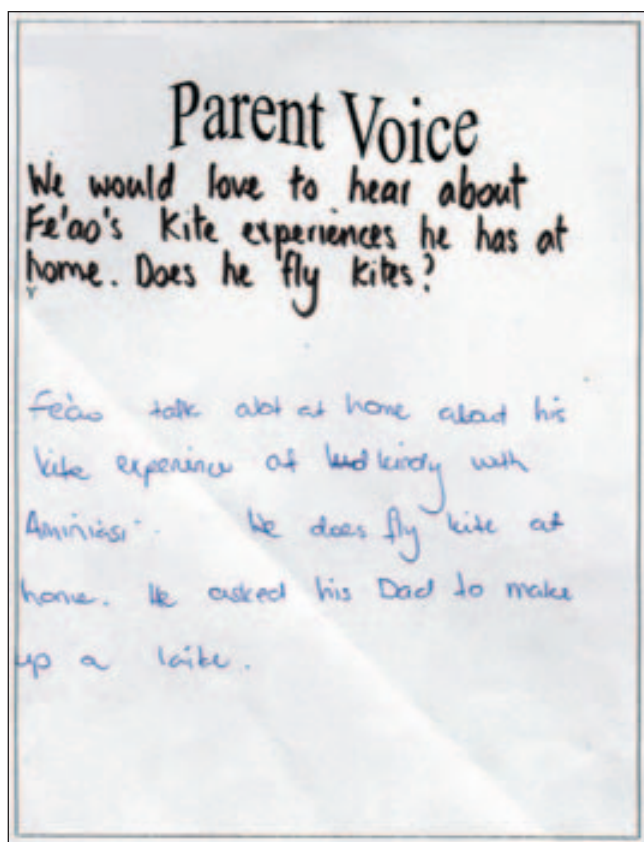
- talking about the different kites that he can make
- encouraging him to continue to fly his kites.

Fe'ao has such a strong interest in kites that we wonder if he makes them at home.



Parent's voice

3 May



Group Learning Story

1 May

Yesterday, Aminiasi said he was sure the incubator was for making pizzas, but Monica realised it was for chicken eggs. Aminiasi had such a strong interest in pizzas that we decided to make them today.

At mat time, we talked about the toppings we like. We came up with lots of interesting ideas: cheese, chocolate, jelly beans, courgettes, mushrooms, tomato, and lots more. (See the Keeping Healthy board.) We talked about the healthy options and decided jelly beans and chocolate weren't healthy. Then we made a list of the toppings we were going to have.

Today we began our great pizza making. First we made the base. We used flour, baking powder, and milk. When we had combined all the ingredients, we shaped our bases on pieces of tinfoil. We chose our own toppings and put them on all by ourselves ... Collette's mum cooked the pizzas and put them into boxes ... One of the children's uncles came to help on our second pizza-making day.

Short-term review

Today the children had the opportunity to have a hands-on experience making their own pizza. This linked into our Keeping Ourselves Healthy project and built on the children's strong interest in baking. The children worked independently and completed most of the process by themselves.

What next?

The children will have the opportunity to have their ideas and thoughts recorded with a picture of their pizza. One copy will go into their file (as a child's voice) and another in the pizza book. We'll ask the children to find more healthy recipes we could make.

Child's voice



"I put cheese on my pizza. I put some tomato sauce and some tomato. Me and my dad ate my pizza. It was yum."



Fe'ao said, "I just take the pizza home with my grandpa. My grandpa is coming over here. I put the pizza in the box to come home."

Parent's voice

On Wednesday the children made their own pizzas. This came for Aminiasi's interest and also links into Keeping Ourselves Healthy. (See planning board)

What did your child tell you about their pizza making experience? We welcome your feedback.

Fe'ao comes home with his pizza made at kindy. he showed around and got everyone to taste his pizza at the same time he explained how he made pizza at kindy. One day he come with pizza and asked his grandparents to have some for mum and Dad. As soon as we walked in the door he ran and grab the pizza and gave it to us. he explained how he made it at school. good experience as now he wants to help mum do baking and he helped.

Learning Story

7 June

Teacher: Karen

Today, Fe'ao was working with his friend Sung Hyun. They have been collecting equipment from the shed. Sung Hyun called out to me to look at what they were doing. I went over to see what they had been creating. "We're making a big house," Fe'ao told me.



Fe'ao continued to work with Sung Hyun, building their house. More children came along, and the boys included them in their play. The children made a space that was especially for the door, and the children took their shoes off before they got into bed.

What a great house, Fe'ao!

Short-term review

It is great to see Fe'ao enjoying relationships with his friends and working together on a project that they had set themselves. ("Te Whāriki", Contribution, goal 3.1)

You can see from the smile on Fe'ao's face that he was pleased with his house. He has an interest in building and constructing houses.

What next?

At times, Fe'ao finds it a challenge to express his needs. We talked to his dad, who told us that Fe'ao sometimes finds it challenging at church, too. At kindergarten, we will support Fe'ao when he is unsure what words to use by role-modelling for him phrases such as "Can I play?", "Can I have a turn?", and "Stop! I don't like it."

Perhaps we could encourage him to work on more house designs and building. Maybe we could help him extend this interest to the carpentry table.

Learning Story

14 June

Teacher: Karen

Today Patrick brought some long pieces of wood to kindergarten for the carpentry area. Fe'ao used a piece of wood for a horse and was riding around the outdoor area. When he came back to the carpentry area, he said, "This is my horse."

"What a great idea," I encouraged him. "What could you use to make your horse's face?"

Fe'ao went to the cupboard and looked in the baskets. He came back with some sheepskin.

"For the ears," he said as he dangled the sheepskin around his head.

"What are you going to use to make his head?" I asked.

Fe'ao returned to the cupboard and had another look. This time, he returned with some paper. "For the face and need a mouth," Fe'ao said. "Mouths go neigh, like sheep," he explained. Fe'ao's actions and mannerisms made me laugh.

Then we got down to serious work. Fe'ao set about attaching his paper to the piece of wood he was using for the body.





While the children were working in the carpentry area, someone started singing “Bob the Builder, Can We Fix It?” This sparked an impromptu music session, and it didn’t take long before we got the tape deck out and had it blasting out the Bob the Builder song. Fe’ao was boogying away and singing while he constructed his horse. It was great fun! He added the sheepskin ears and decided to use bottle tops for eyes.

When he was showing Jane how his horse worked, its ears fell off. Fe’ao returned to the carpentry table and fixed them back into place.

Fe’ao even had time to help his friend Usaamah. He showed Usaamah how to stick his paper on.



When Fe’ao’s horse was finished, he galloped around the playground. You can see from the photo Fe’ao’s enjoyment as he was riding his horse. Fe’ao was very proud of his work and put his horse on the creation stand to show at mat time.



Short-term review

What a fantastic idea! Fe’ao directed his own learning today by setting himself a task: making a horse. Fe’ao was focused on this task and persisted until he had finished. He was open to suggestions and created a face for his horse. Fe’ao worked alongside his friend Usaamah, sharing his ideas and helping him with his horse. (“Te Whāriki”, Communication, goal 3.1)

What next?

In Fe’ao’s last story, we talked about his interest in building and constructing houses and the possibility of extending this interest to the carpentry table. Let’s extend Fe’ao’s ideas by supporting and encouraging him to develop his ideas further. Perhaps we could use pictures to provoke discussion and ideas and questions to encourage Fe’ao to plan his projects.

Learning story

17 and 18 July

Teacher: Karen

This story took place over two days and reflects Fe'ao's interest in books.



On Tuesday, Fe'ao and his friend Sung Hyun explored a book about fishing. They chatted about the pictures, and Fe'ao pointed out pictures of interest.



Today, Fe'ao was involved in another friend's interest, focusing on sharks. I had placed a book in a book holder on the sandpit deck for the children to use as a reference while they built a shark in the sandpit. Before long, Fe'ao was drawn to the book and had a rich conversation with his friend Usaamah.



They discussed each page and shared their ideas and thoughts.

"Look at those colours," said Fe'ao.



Fe'ao and Usaamah looked at all the pages and chatted about them. Fe'ao then turned back to the beginning. "Read the story again," Usaamah suggests.



"He is finding the baby ones," Fe'ao tells Usaamah. "Look at this. Make the baby shark look at this," said Fe'ao. "It's squashing. I'll show you," Fe'ao continues to tell his friend.

After reading the book, Fe'ao became involved in building the model shark in the sandpit.

Short-term review

What precious pictures – Fe'ao enjoying books.

Fe'ao is showing a strong interest in reading books. He is reading books from the pictures and engaging in rich dialogue with his friends, discussing the pictures and putting forward his ideas. ("Te Whāriki", Exploration, goal 3.2)

Fe'ao is developing early literacy skills. He has an expectation that words and books can amuse, delight, inform, and excite. ("Te Whāriki", Communication, goal 3.4)

From reading your Parent's voices and talking to you, I know that Fe'ao often reads his portfolio, including when he is in bed. His passion for books is shining through in his interests at kindergarten, a great learning disposition for him to have.

What next?

We will continue to foster Fe'ao's passion for books by sharing lots and lots of stories. Fe'ao loves to tell stories from looking at the pictures, so we could encourage discussion about what is happening in the pictures and what might happen next in the story.

We could also extend Fe'ao's interests to writing and role-model the idea that print has a purpose by recording Fe'ao's ideas and stories.

We have stories in Tongan that Fe'ao might like to take home and share with his family. The books are in a box in the book corner. You are welcome to use it like a library.

I have also enclosed some pamphlets that give great ideas to foster Fe'ao's interest at home.

Learning story

Fe'ao, the teacher

Term 3, Week 4

Teacher: Glynis



For a while, Fe'ao has had an interest in sharks, and recently he completed the shark puzzle by himself. Today, Usaamah and Patrick decided to try and do this quite difficult puzzle. They were finding it quite hard, and they asked me for help. Fe'ao heard this and said, "I can help, Glynis. I can do it."

"That's a great idea, Fe'ao. Thank you. That's a kind thing to do to help your friends," I said.

Fe'ao, Usaamah, and Patrick completed the puzzle together. Great job, everyone.

Short-term review

Fe'ao demonstrates great leadership qualities, taking responsibility for helping his friends. Thank you, Fe'ao.

Since Fe'ao has come to morning kindergarten, he has shown his love of challenges and his great ability to absorb knowledge in many ways. He loves to share this in a nice, quiet way with his friends. With his demonstrating and helping he is increasing his verbal skills. Also, revisiting what he knows while imparting it to others is the best way for him to increase and reinforce his own knowledge.

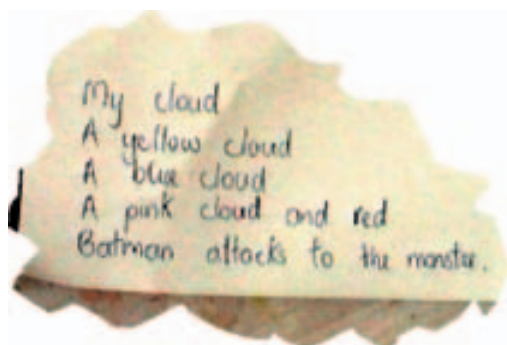
What next?

We can encourage Fe'ao's leadership skills by giving him responsibilities. We will also foster a greater sense of responsibility in Fe'ao by asking him to help younger children.

Child's voice

22 August

Teacher: Karen



Short-term review

Fe'ao came and showed me his beautiful painting. "You read my story?" he requested. Fe'ao understands that his words can be recorded in a meaningful way and wanted to tell me a story about his picture. ("Te Whariki", Communication, goal 3.1)

Fe'ao has been helping his friend Usaamah write a book about clouds (a passion of Usaamah's). As I listened to Fe'ao's story, I realised that Fe'ao's story had been motivated by his own interest in Usaamah's story.

"Fe'ao, would you like to make your own book?" I asked.

"Yes," Fe'ao replied, with a smile from ear to ear!

What next?

Fe'ao could write and make his own book! I wonder what your book will be about, Fe'ao?

Learning story

Fe'ao and his cloud book

23 October

Teacher: Jane

At the beginning of last week, I had just put a new learning story in Fe'ao's portfolio. I was eager to show him his new story and approached him at the beginning of the session. Fe'ao and I read his story together. After we had finished, Fe'ao looked through his portfolio, smiling and commenting to me about each story.



The What next? section of Fe'ao's two previous learning stories included the suggestion that he could make a cloud book. Fe'ao had seen his friend Usaamah make a cloud book and had expressed an interest in clouds as well. I asked Fe'ao if he would still like to make a cloud book. Fe'ao's smile beamed as he told me that, yes, he would like to make a book.

The bookmaking process took all that week. Firstly, Fe'ao looked at some cloud pictures on the Internet. He was very clear about what pictures he wanted for his book. He chose a couple of pictures that he remembered seeing in Usaamah's book as well as choosing his own pictures.

Each day, Fe'ao added more to his book by painting clouds and explaining to me what he would like me to write on the pages.



On the first two days, I asked Fe'ao if he would like to work on his book some more. I wanted to let Fe'ao know that it was his *decision* because it was his *special creation*. However, after the *second day*, I didn't have to ask Fe'ao anymore. He would come up to me and ask, "Can we do my cloud book, now?", "Where is my cloud book?", or "Can I take my cloud pictures home now?"

The cloud book will be ready to read today. Fe'ao can share his great creation with his family and friends. I look forward to reading your book with you, Fe'ao.

Fe'ao noticed that Usaamah had a picture of his house in his cloud book. He asked if he could have a picture of his house as well.



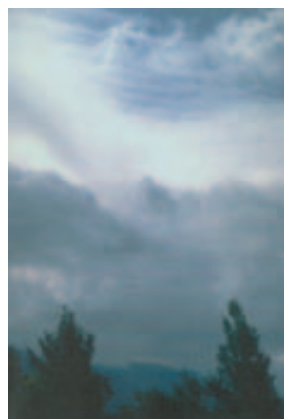
Short-term review

Fe'ao displayed his creative talents yet again. The book-making process was not something that we could finish in a day, but Fe'ao showed great perseverance and patience. He was able to say what he wanted his book to look like and would come up to me independently and request that we continue to work on it.

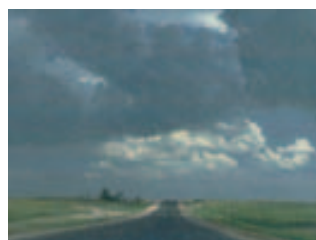
Fe'ao, your enthusiasm and eagerness to work on your creation were lovely to see. I am glad that I got to share in your ideas and learning. It was great to be able to follow up together on your What next? ideas. What other great ideas do you have, Fe'ao?



"The shop and the rain clouds and the white clouds. Everybody will get wet."



"A tree and a cloud."



"The road and the clouds and the home. White and dark clouds."

What next?



Read the cloud book with Fe'ao and ask him if we can read it to the children at mat time.

What's happening here?

This exemplar contains a selection of items from Fe'ao's portfolio over fifteen months. Fe'ao attends a kindergarten in which the children together have about seventeen home languages; his own home language is Tongan. A range of types of portfolio items is exemplified here: individual and group learning stories, parents' and child's voices, and photographs with captions.

What aspects of continuity does this assessment exemplify?

All the curriculum strands are represented here. They can be linked as continuities of relationships (social roles, contribution, and communication), literacy, and interests.

Relationships: The record documents the increasing complexity of Fe'ao's developing relationships with his peers, together with his reciprocal interactions with the teachers. The key features are working alongside and with an increasingly wide range of peers, negotiating collaborative play (with the teachers assisting with strategies), helping others, and learning from Usaamah. In the first learning story about an interaction with a teacher (the alphabet puzzle), the teacher takes much of the initiative and notes Fe'ao's interest in the alphabet together with his ability to "read" the cues on the box. The final learning story in this selection (Fe'ao and his cloud book) covers his work over several days in which he makes most of the decisions and dictates the text to the teacher.

Literacy: There is an emphasis in this record on the increasingly meaningful and complex contexts for Fe'ao's involvement in literacy. The portfolio records the following episodes:

- Fe'ao completes an alphabet puzzle;
- Jane writes a note (about kite flying), and the children deliver it, taking great interest in the result;
- Fe'ao participates in discussions about books, for example, discussing the book about sharks and using it as a resource;

- Fe'ao dictates and constructs his own book, using the Internet to find relevant pictures, painting some of his own, and asking for a photograph to be included.

Interests and family involvement: The family contributed to continuity in the development of three of Fe'ao's interests documented here (literacy, kites, and pizza making). The family described the reading of the portfolio at home: "If he notices anyone looking at his folder, he will not leave that person alone. He will come and sit next to that person and explain what's inside the folder." They explained that he flies kites at home and contributed some comments on Fe'ao's response to the pizza making, adding that it was a "good experience, as now he wants to help Mum do baking ..."

How might this assessment contribute to continuity?

Fe'ao takes his portfolio home regularly, and his family adds to the record, ensuring continuity with home.

Some of the children's stories will be displayed, with their families' permission, on the planning board. (See the reference to this in the Parent's voice sheet asking for feedback on the pizza making and noting the Keeping Ourselves Healthy project.)

The ideas in the What next? sections are frequently followed up, for example, the house design and carpentry suggestion, the use of the pictures and books to provoke interest, and the cloud book. The note about Fe'ao finding it a challenge to express his needs was followed by a number of episodes in which he shared his ideas, helped others, and was open to suggestions. Using assessments to plan or negotiate future curriculum experiences contributes to continuity.

In another example, one of the teachers described revisiting the assessment file with Fe'ao. She explained that a suggestion in two of the previous learning stories had been for Fe'ao to make his own cloud book. She asked him if he would like to do that, and he said that he would.

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

There are a number of examples in this record of teachers constructing continuity in the learning by:

- knowing the child well and using their intuition (for example, the teacher recognising that when Fe'ao dictates a story to go with his painting about Batman, he is also referring to his friend's cloud book);
- following the children's interests (Aminiasi and the pizza making);
- incorporating their interests into more formal curriculum projects (pizza making and the Keeping Ourselves Healthy project);
- recognising the value of revisiting the learning;
- inviting the families to contribute to the record. ("What did your child tell you about their pizza-making experience? We welcome your feedback.")