



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.



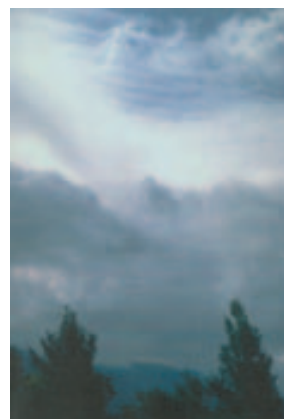
### Short-term review

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.

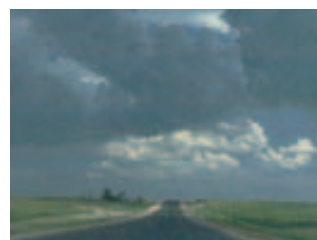
Fe'ao, your enthusiasm and eagerness to work on your creation were lovely to see. I am glad that I got to share in your ideas and learning. It was great to be able to follow up together on your What next? ideas. What other great ideas do you have, Fe'ao?



"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.")