

Double-ups

Child's name: Erica

Date: 3 September

Teacher: Ginny

		Examples or cues	A Learning Story
belonging mana whenua	Taking an Interest	Finding an interest <i>here</i> – a topic, an activity, a role. Recognising the familiar, enjoying the unfamiliar. Coping with change. Courage.	I've noticed that Erica often likes to have two of the same objects to play with at the same time.
well-being mana atua	Being Involved	Emotional well-being. Sustained attention, feeling safe, trusting others. Being playful with others and/or materials.	Today she found two metal objects from the heuristic playthings and tapped them together, making a big sound. Shortly afterwards, she was exploring the kitchen and laundry toys and found two plastic plates. Erica placed a plate under each hand and crawled along the lino, making a scraping sound as she did so. It was as if she had little skis on!
exploration mana aotūroa	Persisting with difficulty challenge and uncertainty	Setting and choosing difficult tasks. Using a range of strategies to solve problems when stuck. Puzzlement and curiosity.	A short while later, Erica had a bracelet in one hand. She crawled along with it until she found another bracelet. She then held both bracelets up to study them, as if making a comparison between the two.
communication mana kōwhiri	Expressing an idea or a feeling	In a range of ways (specify). (100 languages of children). Taking initiative, child: child, child: adult interactions	
contribution mana tangata	Taking responsibility in the social setting	Responding to others, to stories and imagined events, ensuring that things are fair, helping others, contributing to programme. Negotiation, turn-taking, scaffolding	
Short-term review		What next?	
Through her own exploration and being able to choose her own materials to experiment with, Erica has recognized objects that match. Erica uses these objects in her play in a variety of ways. She has chosen to continue to use these objects, so they are obviously important to her.		Parent's voice: Erica's parents have also noticed that at home Erica likes to have two objects the same, especially when she crawls along. Sometimes, Erica will hold a couple of kiwifruit and crawl with them. (They get a bit squashed too!) I'd like to continue to encourage Erica's interest by providing a range of resources that promote open-ended play. She can use these to make comparisons, looking at similarities and differences and making other discoveries.	

What's happening here?

Erica selects objects in both her centre and home environments in the same way. She explores what she can do with these objects as she crawls about these two environments.

What aspects of assessment for infants and toddlers does this exemplify?

This assessment documents Erica's developing understandings. She appears to be exploring the concept of "pairs". The teacher notes that she is not only selecting two of the same objects but on this occasion seems to be studying them (the bracelets) as if making a comparison. She is also experimenting with what she can do with these objects (as with the two plastic plates), perhaps finding alternatives to the usual and familiar.

The teacher ensures that Erica's parents are contributing members of the "feedback loop". She shares what she has noticed over a period of Erica's play and seeks and includes Erica's parents' observations from home before documenting some potential responses.

How might this assessment contribute to infants' and toddlers' learning?

This assessment provides insights for Erica's teachers and parents into what her emerging working theories may be about objects in her world. (X is like Y because it shares key features.) Both the teacher and Erica's parents recognise the connected nature of the events recorded in this learning story. They also recognise that Erica needs time, space, and opportunities to develop working theories about things in her environment. Adults have not intervened or interrupted these times of exploration. Rather, they plan to ensure that there are opportunities for further explorations of the kind described in the story.

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

Objects that can be used for many purposes, such as those described in the story, allow children to determine their use. In this centre, they are available at heights that are accessible to infants and toddlers, allowing and empowering them to respond spontaneously.