

## Exemplars

# Adam determines the routine

## Ngā tauaromahi



March

Adam is so familiar with all the routines in the centre. He is seen here helping Bing to put his lunchbox away after morning tea. Adam enjoys sitting at the morning tea table and likes to start off the session with his morning tea

at present. His mother says he is getting fussy with breakfast.

18 March

Teacher: Jo

Adam is getting very independent. This morning when he arrived at pre-school, his mum handed him his lunchbox when they got in the door and asked Adam to put it away in the drawer where we keep the children's lunchboxes. Adam held his lunchbox in front of him and walked across the room to the bench. He opened the drawer and put his lunchbox in it then shut the drawer and went to play.

2 April

Teacher: Jo

Adam is communicating his needs to us very clearly at the moment. This morning, Adam once again arrived in the nursery holding his lunchbox, but instead of putting it away, Adam placed it on the table. He then walked across to where the table covers hang and started to pull the purple one that we use for kai time down. I got the cover down for Adam and put it on the table. Adam went and stood by the basin, so I turned the tap on, and he washed his hands. Adam then went and sat down at the table and had something to eat to start the day.

This story is also a nice example of how familiar Adam is with the centre routines that surround kai time.



23 May

Teacher: Jo

For a while now, Adam will sit down at the table to eat some of his food when he first arrives in the morning. He stops when he has had enough

and is happy to go off and play.

### What's happening here?

Adam has been taking responsibility for putting his lunchbox away when he arrives in the morning. One day, he decides to have some of his lunch on arrival. The rituals of this become a routine that Adam initiates each day.

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

Adam knows the tasks associated with kai time routines at the centre well. He is able to take the initiative here. Both Adam's mother and his teachers follow his lead as he communicates to them and determines the outcome for himself. Their responses and this assessment acknowledge the importance of Adam's reciprocal and responsive relationships with people, places, and things.

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

These assessments serve not only as examples of valued learning to follow and respond to over time but also as celebrations of progress for Adam's parents and teacher and for Adam himself. Each of these stakeholders has access to Adam's portfolio, in which these items are collected and can be shared.

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

These assessments make it clear that routines are flexible here and that the teachers respond to the individual rhythms and preferences of the infants and toddlers.