

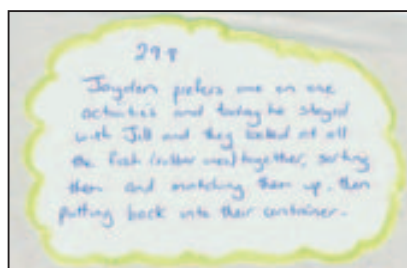
Jayden's towers

Learning story

July



Jayden likes to put things back in their place. Today, the children took the car-racing track out of its box and played with it for a short time. Jayden was then keen to put it back, persevering with the task.



Name: Jayden	Date: 12-07	Observation
Goal: Taking an Interest Being Involved Persisting with Difficulty Expressing an Idea or a Feeling Taking Responsibility	Examples or cues: Finding an interest here - a topic, an activity, a role. Recognising the familiar, enjoying the unfamiliar. Coping with change. Paying attention for a sustained period, feeling safe, trusting others, being playful with others and/or materials. Setting and choosing difficult tasks. Using a range of strategies to solve problems when "stuck" (or specific). In a range of ways (specific). For example: oral language, gesture, music, art, writing, using numbers and patterns, telling stories. Responding to others, to stories, and imagined events, ensuring that things are fair, self-evaluating, helping others, contributing to programmes.	A Learning Story Jayden really enjoys getting out his booklets for morning tea and his cup. He sat - like sat - then picked it up and put the booklet - up back in the drawer. Jayden then moved around the table helping the other children to pack up their booklets and put them away as well. He is very keen to pick up the various activities when they are finished as well. Short Term Review Jayden enjoys taking responsibility when it comes to picking up and likes to help others to do this too. What Next? Jayden may like to help picking up the booklets and wiping down the table. He may be able to use the little books and sheets to wipe up the floor.
Questions: What learning did I think was at hand? (i.e. the main points of the learning story)		Questions: How might we encourage this interest, ability, strategy, disposition, etc? <ul style="list-style-type: none"> • No more examples • Progress to different steps or activities in the programme. How might we encourage the next 'step' in the learning story?

Learning story

19 September

Teacher: Jill

Jayden was very involved with threading the cotton reels when we got them down today. I showed him how to thread the cord through the beads. Jayden sat there and tried to copy what I had shown him. After twenty minutes of focused time, Jayden had threaded eleven reels and was able to cope quite easily.



Interpretation/analysis

Jayden enjoyed the challenge, learning initially through imitation. He had a feeling of success – learning a new skill. He experienced one-to-one correspondence as well as quantity and number. (Eleven beads!) He was working on how things fit together. He was experiencing the concept of “more”. Jayden became involved and persevered with this difficult task.

What next?

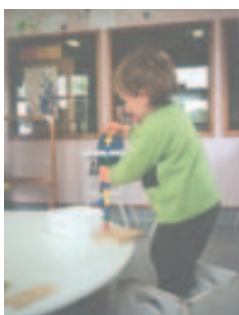
Jayden can make good use of the materials in our room. He spends time sorting and classifying. We can give him more equipment, such as open play material and linkage toys.

Learning story

November

Teacher: Wendy

Jayden was fitting together a small construction set at the table when it got too high. He stood up ... but it got too high again. He stretched up and jumped, trying to fit another bit on. I nudged a chair towards him, and he climbed on and continued until it again got too high. Again he jumped, really trying to get a bit on top. I put the construction on the floor, and he was able to fit all the bits on. He was very happy with this.



Interpretation/analysis

This activity has given Jayden the experiences of:

- being involved, paying attention for a sustained period of time;
- the concepts of space and height;
- problem solving.

What next?

We will give him the set again and see if he can get all the bits together without help.

Learning story

April

Teacher: Jill

A group of children were playing with the animal train pieces. Jayden watched them making trains and started putting an engine and carriage together. He looked for an animal piece to put in the carriage. He tried two or three, but they didn't fit in. Finally, he found one that fitted. "It's the same colour as the carriage," I said. He put on another carriage, looked for another animal piece, and found a piece that matched his carriage. "It's green," he said and, pointing with his finger, said, "One, two". He put some more carriages on and counted again, "One, two, one, two", and then he pushed the train along the floor, making a train noise.

Short-term review

Jayden is matching colours and knows the names of "1" and "2". He is taking cues from other children when playing alongside them and is interested in counting.

What next?

We will provide colour-matching activities and encourage counting with the materials he chooses to play with.

Learning Story		
Date	Teacher	Teacher
July	July	July
Examples or cues	A Learning Story	
Taking an Interest Jayden likes to sort, put things away, and put things together. He helps the teachers and other children to do this a lot, sometimes showing others what to do. Jayden's interest in putting things together is extended when he is introduced to a connecting construction set.	Being Involved Jayden likes to sort, put things away, and put things together. He helps the teachers and other children to do this a lot, sometimes showing others what to do. Jayden's interest in putting things together is extended when he is introduced to a connecting construction set.	
Persisting with Difficulty Jayden likes to sort, put things away, and put things together. He helps the teachers and other children to do this a lot, sometimes showing others what to do. Jayden's interest in putting things together is extended when he is introduced to a connecting construction set.	Expressing an Idea or a Feeling Jayden likes to sort, put things away, and put things together. He helps the teachers and other children to do this a lot, sometimes showing others what to do. Jayden's interest in putting things together is extended when he is introduced to a connecting construction set.	
Taking Responsibility Jayden likes to sort, put things away, and put things together. He helps the teachers and other children to do this a lot, sometimes showing others what to do. Jayden's interest in putting things together is extended when he is introduced to a connecting construction set.	What next? Jayden likes to sort, put things away, and put things together. He helps the teachers and other children to do this a lot, sometimes showing others what to do. Jayden's interest in putting things together is extended when he is introduced to a connecting construction set.	



What's happening here?

Jayden likes to sort, put things away, and put things together. He helps the teachers and other children to do this a lot, sometimes showing others what to do. Jayden's interest in putting things together is extended when he is introduced to a connecting construction set.

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

These assessments become more detailed over time as the teachers recognise the significance of Jayden's learning through his interests.

The assessments also document the development of Jayden's problem-solving skills. In one story, he uses the pieces of the construction set to build a tower, but he has a problem when he can no longer reach the top of the tower to add more pieces. A teacher suggests a chair, and Jayden finds this to be a satisfactory means of accomplishing the goal he has set himself. Another assessment describes how Jayden revisits this experience several months later, this time automatically getting a chair when he can no longer reach the top and going on to use another strategy when again he can no longer add pieces to his tower.

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

The teachers here note a variety of events over time. Gradually these form a picture of Jayden's interests and attention to tasks that require a certain degree of persistence and understanding of spatial relationships. The teachers recognise the relationship between these events and respond to this learning in both spontaneous and planned ways.

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

Assessments in this setting are sited within infants' and toddlers' interests and enthusiasms. Some of the assessments reflect the sometimes subtle nature of infant and toddler learning, which the teachers could miss if they weren't perceptive observers.