

Caroline spreads her wings

20 May: I'd like Caroline to have a sense of independence – i.e., not always needing to be with me or her caregiver – time alone, or with other children and no caregiver close by would be good. Not sure how to develop her independence but I don't want to have created a "clingy" baby either!! **Jennifer**

Margaret and the other teachers at the centre had noticed that Caroline preferred to be held by adults and Jennifer agreed that this was not a new issue for Caroline. Jennifer and Margaret also discussed their observations of Caroline's expanding locomotor skills as well as her increasing social play.

Some of these observations by teachers were recorded in Caroline's profile book.

19 March: Caroline is making more of an effort to move when on her tummy. Today she succeeded in moving backwards a short distance.

23 April: Caroline crawled at home for the first time!

30 April: Caroline has been crawling today!

July: Caroline and Brecht were determined to get the toy out of the cot.

1 August: Caroline is trying very hard to stand unaided, letting go of her support for a few seconds.

2 August: Caroline and David played in and out of the tunnel laughing at each other as they met in the middle – then one would turn around and they'd follow each other through the tunnel. This play lasted at least 5 mins.

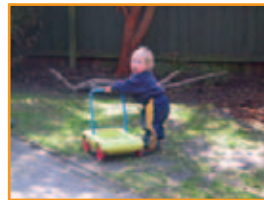
24 August: Caroline has mastered standing unaided and she can also climb in and out of the car – she is really proud of her accomplishments.

3 September: Caroline is learning to walk. She investigated the ride-on bike, but eventually chose the trolley, which offered stability and support as she walked. Caroline spent a lot of her time pushing trolleys about as she practised walking.

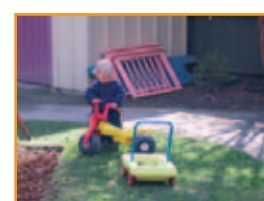
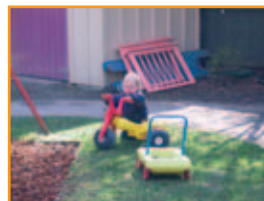


Caroline using her legs to push herself up

16 October: Caroline was determined to get onto the spring bug today despite someone else being on it already. She became quite frustrated, threw herself backwards for a few seconds, then got up, looked at the child on the bug and walked away to another toy. She kept an eye on the bug though and as soon as it was free, she went back to it and climbed on.



Caroline wanted the trolley to face the other way so she manoeuvred it around.



23 October: Caroline is learning to assert herself when she wants a toy. Today she and William both had hold of the teeter totter. They both wanted it and were quite vocal to each other. In the end Caroline walked away with a frown. Later she wanted to stand on a crate next to Allen. She got up on the crate and successfully moved Allen along until there was enough room for her to be comfortable.

Caroline seems to be taking time to assess a situation before acting or reacting, which is enabling her to attain a positive rather than negative result.

Plan – to note such moments and praise the positive interactions.



December: Caroline has become very confident and competent on her feet and is in control of her body. She can climb onto and off the small chairs with no difficulty.

Several months after her note to Margaret, Jennifer recognises a number of significant changes in Caroline:

Progress

Caroline has suddenly turned from being my baby to a wee girl. She is happy, independent, fun and knows her mind! She really has developed in the last few months – a lot more language, social interaction, skills, and physically a lot more confident.

Interests and Abilities

Caroline loves being outside, but is happy inside. She is really enjoying drawing – with a pen on paper, doing lots of small dots and lines. She also enjoys music and likes to dance to it.

What's happening here?

This exemplar is a series of entries in Caroline's portfolio. It begins with Caroline's mother, Jennifer, expressing her desire to see Caroline develop a sense of independence while she is at the childcare centre.

What does this assessment tell us about the learning (using a Well-being/Mana Atua lens)?

This series documents Caroline "spreading her wings" and developing her independence (as well as, and associated with, interdependence).

Frequency and regular events: There are two frequently occurring aspects of Well-being documented here: physical independence, as Caroline learns to walk and begins to climb, and a growing confidence in interacting and "negotiating" with other children.

Distribution across helpful people and enabling resources: Caroline is calling on a growing range of resources for problem solving – trolleys and other children feature in these examples.

Connection to a diversity of social communities: Caroline is growing confident in a range of places within the centre, both inside and outside.

Mindfulness and power balances: In October, the teacher comments that Caroline "seems to be taking time to assess a situation before acting or reacting, which is enabling her to attain a positive rather than negative result". At the end of this series of observations, Caroline's mother writes: "Caroline has suddenly turned from being my baby to a wee girl. She is happy, independent, fun and knows her mind!"

How might this documented assessment contribute to Well-being/Mana Atua?

Only some of the teacher's observations of Caroline are recorded in Caroline's portfolio – many are relayed verbally to her parents when they come to collect Caroline at the end of each day. The documented observations are accompanied by photographs and provide the family with a record of Caroline's development at the centre. Her development is paralleled in her home environment, and news of this significant milestone has been added to the portfolio: "23 April: Caroline crawled at home for the first time!" This contribution from home is supported with a photograph of Caroline crawling at the centre a week later. The teachers follow up on this observation by providing opportunities for Caroline to pull herself up to stand and to learn to walk.

These observations also provide a record of Caroline's interests in interacting with other children and becoming less dependent on adults. The teachers assist her with this by encouraging, modelling, guiding, and responding when she successfully negotiates with others.

What other strands of Te Whāriki are exemplified here?

Caroline's confidence in interacting and "negotiating" with other children is also an aspect of the Contribution/Mana Tangata strand.