

Starting with photos



Connor brought some photos from home to share with his friends.

They were about his dad's machinery that he uses when he works in the bush.

The Logging Industry Connor Shares His Knowledge



Connor showed the photos to his friend Daniel.

"This is a harvest line hauler. It pulls out logs off the hills into the skid. My daddy's skidder pulls out logs from the bushes, too. It has chains or else it will get stuck in the mud."



"They use waratahs in the bush and grapples and skidders. A waratah cuts the branches off trees – they have knives. I am making a crane to lift stuff up. They lift big trailers or a house that is about to be built."



"They put logs on the stacks, then they go on the logging trucks. The bulldozer has a steel rope, which is heavy, to pull out logs. These letters on my harvest line hauler say 'Ribbonwoods'."



Today Connor changed the eye bolts on the swing frame as they were worn. With help from Barry he soon had his safety harness on and set to work. D shackles were in place, too, when he had finished 2 hours later. I heard Connor organising others and asking them "Where are those washers?" and "I need a nut to put on now."



Connor often initiates working on his interests in different areas of the kindergarten and in different ways, through construction, artwork, pretend play or helping Barry to construct real physical challenges for the children, using ropes, pulleys and the climbing net.



Connor made STOP signs, using long pieces of timber to construct them.

He wrote "STOP" on them, using another sign to copy the letters and made sure they were well hammered into the steps to complete his work.

Connor's work has shown over a period of time that he has many learning dispositions, skills and attitudes, too, which make him a competent and a confident learner.

- He will persist with his task even when it becomes difficult.
- He experiments with resources, using them in many different ways.
- He sees himself as a resource for others.
- He asks adults and other children to help.
- He is able to direct others to get an outcome.
- He can express his ideas and feelings verbally.
- He can express his ideas through his work.
- Most importantly, Connor has the disposition to want to go on learning. He is so keen to achieve.

Links to *Te Whāriki*

I have linked Connor's learning to the four guiding principles of *Te Whāriki*, which are the framework for the curriculum.

Empowerment/Whakamana

Our curriculum empowers Connor to learn and grow by focusing on his skills and interests and recording these in a way that enables Connor to see himself as a capable and competent learner.

Holistic Development/Kotahitanga

Our assessment of Connor's learning sees Connor as a whole person. His responses and behaviour reflect respect, curiosity, trust, confidence, a sense of belonging, independence and responsibility.

Family and Community/Whānau Tangata

Connor's family and the kindergarten form a two-way partnership in Connor's learning.

Relationships/Ngā Hononga

Assessment of Connor's learning reflects the responsive relationships between staff and Connor, the kindergarten as a place of learning and the resources provided.

What's happening here?

The presentation begins with Connor bringing photographs of his dad's machinery to share and discuss with the other children at this early childhood service.

What does this assessment tell us about the learning (using a Communication/Mana Reo lens)?

Connor is "orchestrating" a complex network of resources and assistance for communication purposes. Just as teachers are using photographs to communicate events and ideas in their assessment learning stories, so too does Connor when he brings photographs from home as a communication device, to start conversations about the work his dad does. The photographs are accompanied by complex verbal explanations from Connor, explanatory drawings, and a demonstration, using ropes, pulleys, and a climbing net. Barry (a visiting expert) facilitates Connor's learning by providing him with access to climbing equipment. There are also opportunities for painting, and resources are made available for Connor to construct a STOP sign.

This exemplar also demonstrates how Connor is making connections between the wider community of home (his dad) and the work environment.

How might this documented assessment contribute to Communication/Mana Reo?

This documentation adds narrative text to the many other mediating resources that Connor is using competently. The text will be read back to him, and the language and ideas will undoubtedly be extended by Connor, his family, and the teachers.

What other strands of *Te Whāriki* are exemplified here?

Communication/Mana Reo is interwoven with the Exploration/Mana Aotūroa strand throughout Connor's portfolio. There is a reciprocal relationship between these two domains: the explorations connect with the photographs and the explanations, and artefacts of communication (the STOP signs) contribute to Connor's constructions and explorations.