



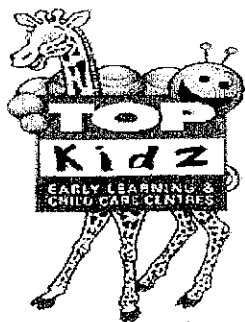
CHILD'S NAME: Vikki

OBSERVER: Sue

DATE: 12/8/03

## A Learning Story

<p><b>Taking an Interest</b></p> <p>belonging <i>mana whenua</i></p>	<p>After a discussion of our professional development course with Vikki, and a babies room parent about our chosen outcomes, Vikki came to relieve me so that I could go home.</p>
<p><b>Being Involved</b></p> <p>well-being <i>mana atua</i></p>	<p>After finishing my last minute chores, I got my belongings and was watching Vikki talking to Kalib (10mths) an infant, in my room.</p>
<p><b>Persisting with Difficulty</b></p> <p>exploration <i>mana aoturoa</i></p>	<p>Vikki was lying down under a plank which, was angled down to the ground for the standing children to maneuver around. I could hear her asking Kalib how he thought he could get around her, would he have to climb over? Kalib was crawling, exploring all around Vikki trying to get over her.</p>
<p><b>Expressing an idea or a feeling</b></p> <p>communication <i>mana reo</i></p>	
<p><b>Taking Responsibility</b></p> <p>contribution <i>mana tangata</i></p>	
<p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>- skills</li> <li>- dispositions</li> <li>- Te Whaariki Links</li> </ul>	<p>For Vikki to spend such quality uninterrupted time is unusual, she spends a lot of time, as a centre manager does, running around between staffing issues, communicating with parents, and making sure that everything is humming along smoothly!</p> <p>Kalib would have appreciated this also as often as he is passed over at the end of the day; he is left to explore independent of such one on one.</p> <p>The parent we had discussed this theoretical approach with, said that "as a parent, that is often your biggest mistake, always being too busy", made one very interesting point!</p>



TEACHER'S NAME: Fran

OBSERVER: Lou

DATE: 19/8/03

## A Teaching Story

<p><b>Taking an Interest</b></p> <p>belonging <i>mana whenua</i></p>	<p>Oliver and Jayden are best of friends in our Toddler room. Unfortunately they are both relentless hoarders! Neither child is particularly keen on sharing.</p>
<p><b>Being Involved</b></p> <p>well-being <i>mana atua</i></p>	<p>This particular day, Jayden was walking around with two jungle animals, when Oliver spotted his favourite, the lion. Oliver walked up to Jayden and squealed, trying to grab the lion. Jayden screamed back, and they both looked to Fran for a remedy. She tried to offer them compromises, but both the children were looking for her to give them sole rights to the toy.</p>
<p><b>Persisting with Difficulty</b></p> <p>exploration <i>mana aoturoa</i></p>	<p>Fran told them clearly, that seeing as they couldn't accept the solutions offered, they needed to sort it out themselves. She also stated that they needed to use words, rather than hands.</p>
<p><b>Expressing an idea or a feeling</b></p> <p>communication <i>mana reo</i></p>	<p>Jayden and Oliver sat on the floor for a few minutes, Oliver eyeing up the lion. Then they started to talk. They chatted about talking about it and not using their hands. Then they chatted about sharing the lion. This took another five minutes, then Jayden said "Here you go Ollie." Oliver replied with a big thank you!</p>
<p><b>Taking Responsibility</b></p> <p>contribution <i>mana tangata</i></p>	<p></p>
<p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>- skills</li> <li>- dispositions</li> <li>- Te Whaariki Links</li> </ul>	<p>It's amazing how developed our toddlers can be, if we let them. With their boundries clear, it is important they be allowed to move freely within them. Fran told them they weren't to use their hands, and both boys displayed a higher than normal tolerance for differing attitudes. They took on the responsibility of their own disagreement, and came to a satisfactory conclusion without adult intervention. The only guidance Fran gave was to make them aware that things had changed from the way they were previously. This technique definitely is of value to our classroom.</p>