

Bildungs- und Lerngeschichten in KiTas in Neuseeland

Impressionen zur Entstehung und zur Form

von Kariane Höhn, Herbst 2014





Te Whaariki National Curriculum

This is how we view assessment and learning

The Principles	The Strands	Learning Dispositions	Actions & Behaviours	The learning environment will be . . .	Children's Questions
Empowerment Whakamana	Belonging Mana Whenua	Courage and Curiosity	Taking an interest	Interesting	Do you know me?
	Well-Being Mana Atua	Trust and playfulness	Being Involved	Trustworthy	Can I trust you?
Holistic Development Kotahitanga	Exploration	Perseverance <i>To tackle and persist with difficulty or uncertainty</i>	Persisting with difficulty, challenge and uncertainty	Challenging	Do you let me fly?
	Communication Mana Reo	Confidence <i>To express an idea, a feeling or a point of view</i>	Expressing a point of view	Listening	Do you hear me?
Family & Community Whanau Tangata	Contribution Mana Tangata	Responsibility <i>For justice and fairness and to take another's point of view</i>	Taking Responsibility	Collaboration	Is this place fair for us?

Margaret Carr
1998

Frankie has been coming to kindy for a while now and we are sure many things have changed since you first filled in the "Home Page"! Please take a little time to complete this and feel free to add anything else you think may help us better understand your child and his/her learning at Bright Beginnings

Strengths

Frankie is now amazing at imaginative play.
She now converses really well and uses her manners all the time.
She always says lovely things like "you're beautiful" & "I love you".

Interests

Frankie loves playing with dolls so much!
She loves dressing up & dancing & playing with others.

Your expectations and aspirations for your child

To continue to be a kind and polite little Poppet.

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UNICATE



WHAT IS LITERACY

PARAOA TAKARO / PLAYDOUGH

NON VERBAL LANGUAGE

FOR

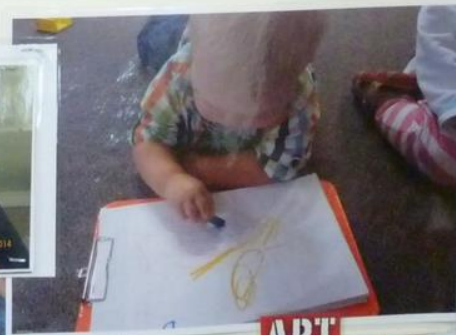
TAO / COOKING
CRYING
TAKARO ROMIROMI / MANIPULATIVE PLAY
PUORO / MUSIC
WAI / WATER
MUSIC
ONEUKU / CLAY

VERBAL

ONEPU / SAND

TALK

INFANTS AND TODDLERS



FACIAL EXPRESSIONS



How can teachers
support and extend
children as they engage
naturally with oral, visual
and written literacy
practices?

"Young children's understandings of literacy develop within their sociocultural and linguistic communities. As children move across these communities, they encounter a variety of literacies and literacy practices. Many of these literacies are multimodal and technologically based, requiring simultaneous and combined uses of visual, audio and critical meaning systems" (Diaz 2007, p.31).



Story Telling

Please reflect on the
processes ~~around~~ Karakia
time.

How is respect maintained?

What changes or thinking <sup>(in our
practice)</sup>
will enable tikanga to be
respected?

Please write a paragraph
on what Karakia means to you.

Kia ora Hu.







"I was brave when I did
step hop step hop run.
I wore a flower in my hair
I've got lipstick on.
Nanny and Grandad came to
watch me"





Crawling, standing, sitting



Nicholas is on the move

Nicholas is a young child who is learning to crawl, stand and sit. He is a very active child who loves to move and explore his surroundings. He is currently learning to crawl and is very proud of his achievements. He is also learning to stand and sit, and is very proud of these skills as well. He is a very happy and confident child who is enjoying his new abilities.



Nicholas crawler explorer

Nicholas is a young child who is learning to crawl, stand and sit. He is a very active child who loves to move and explore his surroundings. He is currently learning to crawl and is very proud of his achievements. He is also learning to stand and sit, and is very proud of these skills as well. He is a very happy and confident child who is enjoying his new abilities.



Ngā Hononga



Captured by Linda Lunn



Captured by Beata Cui



Captured by Beata Cui



Captured by Linda Lunn

Learning from your friends...

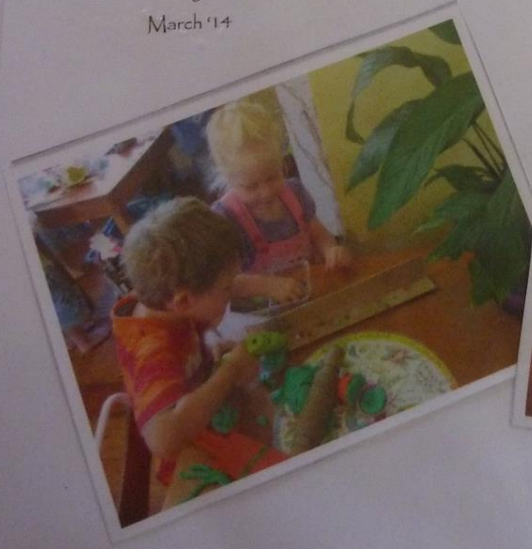
The importance of learning with and alongside others is embedded in our national curriculum, Te Whāriki. Today I watched this process in action as I watched Sofia and Lucas working on a shared project...

Sofia and Lucas were busy at the collage table. Lucas asked if he could use the glue gun as he needed to glue some beads onto their project. We got the glue gun out - "You need to let it get hot" he told Sofia, "Only adults can plug it in!" was his next pearl of wisdom! All of this done, he set about using the gun to glue on the beads. Sofia watched with interest, carefully placing the beads onto the spot where Lucas had positioned the glue. As Lucas worked, he explained the process to Sofia. After a while Lucas offered the glue gun to Sofia and she took on this role of "chief gluer" very seriously. She had obviously been looking and listening well, as she operated the gun with confidence and skill.

Sofia, you are a wonderful observer and listener. This is not the first time that I have seen these skills in action, so I was not all that surprised at how well you were able to operate the glue gun. You were also very good at waiting your turn and sharing the gun with Lucas. It was also great to see the two of you discussing 'where/what' should be stuck on to your masterpiece - co-operation and collaboration were definitely the "name of the game"! Go Sofia, I wonder if you will be the "teacher" next time the glue gun is brought out?

Cheryl

March '14



"The days of miracle and wonder"

Life is so busy and rushed and sometimes we forget to wonder at the small things which make our daily life so unique and special. Children seem to be very good at this – perhaps it is because they aren't constrained by all sorts of pressures and time frames that we adults seem to be so embroiled in!

This morning Sofia discovered our 'egg timer' and was fascinated by the timer with the thick and viscous liquid. She watched as an air bubble began to form in the top compartment. This bubble soon popped, but was soon replaced by another. "What makes it go down?" asked Sofia, never taking her eyes off the timer.

Sofia, as you explore these toys thoroughly, you are learning about how to be involved and pay attention, how to concentrate and observe carefully. You are learning about gravity (although that's a big word that you probably don't know yet!) and the different properties of liquids. You are learning that the world can be a very exciting and interesting place.

Sof, watching you today made me think about the ability of a child to see the world with 'new eyes' – to find magic in the mundane and to see the extraordinary in the ordinary. To wonder at the smallest of things – these are all things that seem to come so naturally to a child who is curious and eager to explore. These are, indeed the "days of miracle and wonder" and I am pleased that I can be a small part and enjoy the world afresh with you, Sof.

Cheryl

February '14

