

## Appendices

### Key Learning Competencies Across Place and Time: Kimihiā te ara tōtika, hei oranga mō to ao

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## Appendix A: Lucas's learning story

<p><b>Thinking</b></p> <p><input type="checkbox"/> questioning &amp; exploring alternatives</p> <p><input type="checkbox"/> thinking imaginatively</p> <p><input checked="" type="checkbox"/> choosing right strategy for situation and self</p> <p><input type="checkbox"/> reflecting &amp; evaluating</p> <p><input type="checkbox"/> adapting learning to new contexts</p>	<p><b>Learning Story</b></p> <p><b>Name:</b> Lucas Walmisley</p> <p><b>Date:</b> 11 August 2005</p> <p><b>Kaupapa:</b> numeracy session</p> <p><b>Written by:</b> Nikki O'Connor</p>
<p><b>Making meaning</b></p> <p><input checked="" type="checkbox"/> exploring &amp; expressing</p> <p><input checked="" type="checkbox"/> interpreting &amp; understanding</p>	<p><b>Learning Story</b></p> <p>The numeracy adviser, Viv, came to visit us and do a maths session with us. When she had finished with Lucas' group I asked the tamariki to say 'Kia ora' to Viv for coming to help us. The tamariki all said 'Kia ora' and Lucas followed it up by saying "Nikki, I would like to sing Viv a waiata to say thank you." He was very keen and excited to do this. Unfortunately he was unable to do so due to Viv's time restraints.</p>
<p><b>Managing self</b></p> <p><input type="checkbox"/> experimentation</p> <p><input type="checkbox"/> persisting</p> <p><input type="checkbox"/> risk-taking</p> <p><input type="checkbox"/> knowing self as learner</p> <p><input type="checkbox"/> taking responsibility for learning</p> <p><input type="checkbox"/> planning</p>	<p><b>Analysis</b></p> <p>Lucas found a way of thanking Viv that reflected our Homebase culture. On several occasions we had sung waiata to say thank you and Lucas had obviously remembered this. He was also acting within the wider context in acknowledging Viv. Choosing to sing a waiata also shows respect for tikanga Māori and demonstrates Lucas' ability to find an appropriate way of choosing to thank somebody.</p>
<p><b>Relating</b></p> <p><input type="checkbox"/> honouring &amp; respecting self as a unique indiv...</p> <p><input checked="" type="checkbox"/> honouring &amp; respecting Te Tiriti o Waitangi</p> <p><input checked="" type="checkbox"/> honouring &amp; respecting others</p>	<p><b>Possible next steps?</b></p> <p>Lucas could lead a Homebase waiata in the future when we have visitors to thank.</p>
<p><b>Belonging, participating &amp; contribution</b></p> <p><input type="checkbox"/> recognising &amp; sharing uniqueness in self &amp; others</p> <p><input type="checkbox"/> trusting (self, others, place &amp; process)</p> <p><input checked="" type="checkbox"/> acting within the bigger picture/wider context</p> <p><input type="checkbox"/> caring for environment</p>	



# Appendix B: Examples of the key competency, *relating to others*

The following are three examples of from Rotorua Primary School of the key competency “relating to others. The examples are from the school’s second working paper (R2).

## 1. Nga Ture

In the following episode, three boys are playing with a jigsaw puzzle, attribute blocks and dice. They are playing independently, but are working beside each other on the mat. The boys are in year zero to one in a Māori medium classroom.

### IN THE CLASSROOM

Tawera: “Whaea, Eru has taken the dice away.”

Eru looks down at the ground. Tawera begins teasing Eru. Eru’s eyes fill with water and he begins to sob.

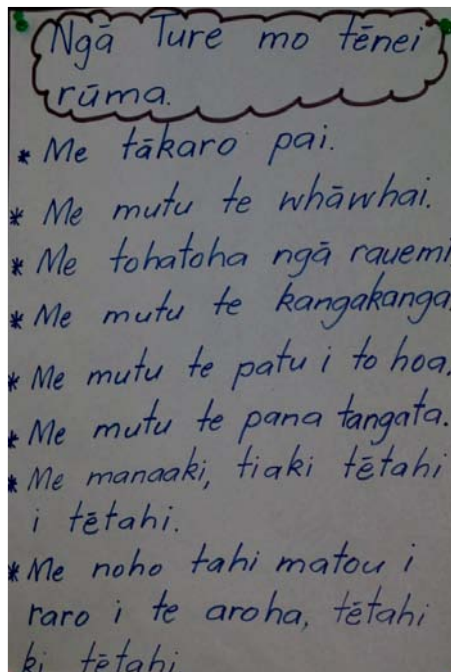
The teacher walks over to Eru and points to the board that has the classroom rules on it.

The teacher asks “He aha tētahi o ngā ture o te ruma?” (What is one of the rules of the classroom?)

The teacher points to one of the rules on the board and reads it out aloud, “Me noho tahi matou i raro i te aroha, tētahi ki tētahi . Learn to share Eru.”

The teacher reiterates “mahitahi, kei te pai ” (work co-operatively) as she walks away from the group.

Figure A1 The rules of the classroom



In this example, the teacher takes an active role in gently reminding Eru about the rules of the classroom and how to relate to others. She asks “He aha tetahi on nga ture o te ruma ? What are the rules of the classroom?” Pointing to one of the rules she says “Me noho tahi matou i raro i te aroha, tetahi ki tetahi. We work together as one with love.” This is one example of the way the competency of relating to others is strengthened in the classroom setting, with the teacher taking the direct lead.

## 2. An ethic of care (manaaki)

BEFORE SCHOOL

Janelle : “Whaea!”

The teacher turns around and looks at the two girls entering the classroom.

Janelle : “Whaea, she tripped over!”

Teacher walks over to the two girls who are now standing just inside the door.

Janelle turns to Desiree and kisses her on the forehead and then leaves the classroom.

The teacher sits down on a chair and Desiree climbs on her knee. They awahi (hug) each other.

Teacher: I aha koe?” (What happened?)

Desiree : I (E) trip” and shows the teacher her grazed knee.

Teacher: Haere mai, māku e whakapai i tō waewae. (Come with me, I will make your leg better)”

Desiree nods her head. The teacher stands up and leads Desiree out the classroom to the sick bay.

The key competency of relating to others came through once again in this classroom example. This episode took place before the beginning of the school day. Janelle, a Year 6 student in the Māori/bilingual stream, escorts her sister Desiree a year zero student in the Māori/bilingual stream into the classroom. The researchers at Rotorua Primary comment as follows:

In this episode, Janelle demonstrates an ethic of care (manaaki) . She appears to be concerned for the welfare of her younger sister and escorts her to the classroom. She gains the attention of the classroom teacher ,and before she leaves the room she kisses Danielle on the forehead - demonstrating the value of aroha (love) . The teacher gives Danielle a warm embrace and they talk about what has happened.

So as you can see once again, a lot of emphasis is placed on the competency of relating to others, with both the teacher and the students taking an active role here.

## 3. Relationships across settings and age groups

In the next example, three children (all girls) are playing on the adventure playground. Wendy and Ann are from the English stream and Jan is from the Māori medium stream. Ann is Year 2, Jan is a Year 3 and Wendy is Year 1 (5, 6 and 7 years old). It is not uncommon to find children from the English medium stream and those from the Māori medium stream playing together. This is encouraged.

IN THE PLAYGROUND

Wendy swings across the low beams.

Wendy : “You know my name?”

Jan: “No.”

Ann: “Ann, ruma 3”...

Wendy: “Can you do that?”

Jan : “Yeah, washing machine.”

Wendy watches Jan and Ann, doing the washing machine.

Jan: “I can show you, come over here.”

They go to the lower bar, Jan holds Wendy but Wendy wants to get down.

Wendy: “I’m scared.”

Jan and Wendy return to the bar to try again.

Jan: “ Like this.”

Wendy: “Stop, down” ( meaning hang upside down by your legs and let your head drop).

Jan laughs: “Can you do this?”

Jan is still hanging on the bar by her legs.

Wendy calls: “Stop down.”

Jan upside down on bars, hair hangs down.

Wendy moves over to Jan and strokes her hair.

Bell rings, Jan drops down from the bars and they both walk away to class.

In this short episode, Wendy who is five draws on all the resources available to her to establish a relationship with some new friends. She asks the older students—do you know my name? Ann responds with her correct name and room number. She responds using Māori words which is interesting as she is in the English medium stream. Jan takes on the role of a teacher or more skilled peer , scaffolding Wendy’s skill development on the bar. She demonstrates aroha and manaaki (an ethic of care) when she puts Wendy back on the ground after Wendy says that she is scared. Wendy shows an ethic of care towards Jan by stroking her hair while she is hanging upside down on the bars. This episode demonstrates that the children are enhancing the key competency of relating to others all on their own.

Once again the competency of relating to others is coming through strongly in the actions of the children.





## Appendix C: Knowing self, knowing others, knowing place

*Knowing self* is about recognising who you are, where you have come from, and what you have to offer the wider world. It is about being proud of who you are, liking yourself, and feeling confident that you are making a valued contribution to those around you and the wider world. We want to instil in children that the most important person in their lives is themselves. That they are taonga and that no matter what their outside circumstances may be, they are important and they do have an enormous amount to offer. We want children to know that they have a voice, that they will be heard, and they will be listened to. To achieve this we believe children need to be aware of where they came from, their whakapapa that brought them here. Whakapapa is a valued concept within te ao Māori and we believe this is inherent in all children.

*Knowing self* is also about knowing what your strengths are and about how, and when, to utilise them. It relates closely to personal rights, self-justice and choice.

A personal theory of mine is that children are born with resilience; we do not create resilience in children, that in fact, if anything society destroys this reliance. It is therefore, our role to guide and nurture this resilience in children. Not that we will wrap them up in cotton wool and pretend that everything in life is rosy, because we know it's not. However, we will provide an environment where children will have the dispositions and strategies to deal with everything they encounter, the good and the bad. That sometimes you will be crushed and that's how life works, but you can deal with it, because you know there are lots of good things in life too. I believe that this is the grounding that all children need to succeed in life. They need to know that people care and can empathise with them and people value them from the moment they are born. (Andrea)

*Knowing others* is about being able to transfer those dispositions that have helped children to discover themselves to relating with others. It is about children understanding one another, caring for each other, respecting each other, supporting each other and working together to achieve common goals. We often say teachers are the best resource for children within an early childhood environment, we also understand that children are a valuable resource for each other and adults within all environments. If teachers listen, and observe and provide opportunities for children to explore together, than they can achieve anything. *Knowing others* means a child can choose different children to interact with for different reasons. For example, today I will play with Molly, because I know that Molly is a great leader in play, and today I feel like hanging back and being directed in my play. Whereas, in another situation, a child knows that they have the ability to nurture a new child at the centre, so will choose to support this child in settling into this new environment. This does not happen without support from adults, without clear role modelling or the time to experiment, which leads us to our third key factor, *Knowing this place*.

*Knowing this place* is about the children coming to understand these parts of the *fabric* and their role in constructing and strengthening this. How this place is different from, or similar to, other places the

child knows, and the connections they make between these environments is valued here. At Aratupu we position adults as part of the environment. Adults are therefore connected to 'place'. *Knowing this place* is connected to community too, and is about the children understanding their place and role within the centre community. This layer is about knowing when the time is right to step in or step up. It is about knowing you are valued and that you can make an authentic contribution to what goes on here. Whether it is that the children know they can take the lead at a group time, or that they can take responsibility for the settling in of a new child. What is equally important is that the children know the adults here respect their contributions too. An early childhood centre is a cultural setting made up of practices, routines, rituals, expectations, and history that are unique to the setting and those within it. The members of the community that the centre represents will recognise many of these traits, while others may go unrecognised because these are subtler in how they make up the fabric of this place.

We also believe that a relationship to, and respect for, the physical environment is important for all children here. We believe you cannot know yourself without knowing about how you relate to the physical environment. The physical environment of the centre together with the features and stories of the wider community is part of knowing this place.

## Appendix D: Teacher strategies—Aratupu Preschool and Nursery

- Conversing with children
- Giving children the time they require – hand the lead to the children – give children chance to express themselves, letting them ‘give things a go’.
- Offering suggestions to children for how to participate
- Using humour with children
- Using dramatic/fantasy play – work in the children’s zone – naturally transition between real and fantasy
- Helping children make connections to other environments, other people and the wider world by inviting outsiders into the centre through excursions
- Encouraging children to discuss/share experiences from outside the centre spontaneously, planned as an individual or group
- Exploring possible next steps for children’s learning, but also let children decide what next – having goals for children or celebrating learning (sometimes these are goals for teachers not the child) or extension of their lead (bulking up the next step, exploring different avenues, making it wider, opening it up or learning in a different way.
- Documenting stories and other events with children
- Reflecting on whether strategies are working or not
- Opening up their own lives to children
- Acting as scaffolds (stepping in and supporting) when necessary
- Giving children responsibilities and roles e.g. ask children to teach others, buddy systems, paring-up older children with younger, asking children to show others how to wash hands etc (children then seek responsibility)
- Encouraging leadership in children
- Using the positive behaviour of children as examples to others
- Recalling and retelling stories with children
- Getting parents involved by providing an environment where they feel comfortable and able to share.
- Giving clear feedback or encouragement about behaviour
- Revisiting stories or events (undocumented and documented) with children, recalling the past, making connections for children to other events, places and times
- Arranging the environment to cue children into useful supports
- Offering suggestions, directions, resources and choices to children, e.g. help children to find the help they need, helping children to help themselves
- Pointing out interests, strengths and abilities of children to their parents. Help parents to recognise and respond to the ‘good’ in their children
- Providing resources
- Documenting, revisiting and discussing stories with each other

## Four categories of strategy

### Making and creating opportunities for children

- Mingling environments – stepping out/ stepping in
- Encouraging children to share experiences
- Exploring possible next steps for children's learning for and with the children
- Documenting stories and other events
- *Helping whanau recognise how great their children are*
- *Setting up the environment, providing and making resources*
- Arranging the environment to cue children in to useful supports

### Supporting participation

- Stepping in and supporting
- Giving children roles and responsibilities – ask children to teach each other, pairing up older and younger children, encouraging leadership
- Use the positive behaviours of children as examples of others
- Encouraging children to give things a go
- Helping children to help themselves
- Giving clear feedback and encouragement

### Talking and sharing with children

- Asking real questions
- Offering suggestions
- Opening up own lives, sharing own experiences
- Reflecting on whether strategies are working or not
- Recalling, revisiting and retelling stories with children
- *Identifying with children what they are good at*

### Working within the child's zone

- Using humour
- Creating a sense of fun
- Merging real and fantasy worlds with children
- Following their lead, letting them give things a go
- Giving them the time they require

# Appendix E: Analysis of teacher strategies— Discovery 1 School

(The similarities to the Aratupu list are highlighted in bold)

<p><b>Dialogue</b></p> <p><b>Discussion</b></p> <p><b>Encourage children to sharing their perspectives and prior knowledge and experiences</b></p> <p>Brainstorming</p> <p><b>Acknowledging children's ideas</b></p> <p><b>Pick up on their interests</b></p> <p>Respecting all contributions and ideas</p> <p>Not judging</p> <p>Displaying children's ideas</p> <p>Modelling</p> <p><b>Providing experiences and challenges</b></p> <p>Introducing the big picture concepts</p> <p><b>Think about where the learning could go</b></p> <p>Analysing the learning</p> <p><b>Revisiting experiences</b></p> <p><b>Revisiting learning to reinforce and encourage further development</b></p> <p><b>Reflecting and providing tools for reflection</b></p> <p><b>Celebrating success</b></p> <p><b>Giving children time</b></p> <p>Letting things unfold naturally</p> <p>Expectations</p> <p>Trusting children</p> <p>Encouraging children to self-assess</p> <p>Expecting children will explore concepts</p> <p>Expecting children to honour their commitments</p> <p>Fostering a sense of belonging</p> <p>Addressing the emotional, social and physical elements</p> <p>Be aware and attentive</p> <p><b>Making opportunities for children to choose their own learning pathway</b></p> <p><b>Facilitating and supporting children to direct the learning pathway</b></p> <p>Follow through with children's ideas</p> <p>Involving teachers in children's plans and ideas</p> <p>Collaboration</p> <p><b>Giving choices</b></p> <p><b>Informing them of the process</b></p> <p>Involve children</p>
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Treat children as equals

**Stepping back when needed**

**Encourage children to solve their own problems**

**Allow children to experiment and explore**

**Allowing children to learn from each other and inviting them to share (and create opportunities for this to happen)**

Content delivery for different learning styles

Providing multiple opportunities for experiencing things in different ways

Being resourceful

Open and flexible

Willing to change direction

Strong in beliefs and philosophy

Having a sense of **humour**

**Inform and involve parents**

Acknowledge parent contribution

**Looking for links between home and school**

**Making school-wide opportunities for children to be involved in the bigger community**

**Timetabling opportunities to explore the wider community**

# Appendix F: Role of the teacher

## Documenting

The teachers noted their use of noticing, recognising, responding and revisiting as a framework for thinking about the assessments they made day-to-day with children (the in-flight assessments) that largely go undocumented. They noted that their assessment was connected to interactions with children and that documentation could enhance what they were doing for, and with, the children and their families.

The teachers liked the idea of narrative as a means for documenting assessments and began using a Learning Story format. Photos were used to illustrate the events where possible, and learning dispositions were foregrounded as the learning they gave the most value to.

Initially we felt this was something we had always been doing, noticing what children were interested in. However, once we began this process and dropped our own agendas about what we thought we should be doing and seeing, it was amazing. Once we had taken the pressure off ourselves to be providing the learning for the children and instead looked at what learning they were already involved in and interested in, it opened a whole new appreciation and understanding of individual children. They were already full of ideas, interests and direction and we just had to tap into that. (Paula, supervisor)

## Discussing

With the aim of developing a team process that focused on reflection about children's learning and on teacher responses to this, fortnightly meetings were committed to discussing Learning Stories and practice that related to these stories. To encourage everyone to contribute there were agreed expectations, a contract that outlined the sort of atmosphere they were trying to establish, and they worked hard at creating a safe environment where uncertainty and critique were accepted and expected.

The team saw the benefits of seeking multiple perspectives on the stories they were telling, and team talk around stories was one of the ways they felt they could seek these perspectives. Team talk could also provide with critical feedback about the quality of stories, and help evaluate what teachers were doing and support improvement.

A reflective journal was used to document discussions along with the decisions made about the programme for children. In addition to this journal a three-folder system was developed where stories would be placed and later sorted: one copy would be made of the story to go into the individual child's profile book; another would be made for wall display; and third copy for the staff room reflection folder.

## Showing

Storage and presentation of Learning Stories soon became an issue. A wall display was created in the foyer by the sign-in area. Positioning the display area in the foyer and sign-in area had unexpected outcomes - parents had time and space to stop for a while in this area and they could read their children's stories without interruptions. This became a place where parents, children and teachers talked about the stories.

## Learning Journey Books

Learning Journey books were developed for each child. A specifically designed cabinet was made for the storage of the children's books, which was easily accessible by children and families.

## Sharing

The teachers viewed sharing as being about offering what they value to families and children; having information available to families, while also actively making it available through talking and seeking contributions and perspectives from others. The use of narrative, wall displays and the reflective journals were tools that contributed to this sharing and the teachers hoped to gain a balance of input from themselves, the children and the families.

## Storylining

As the sharing of Learning Stories became more established, in addition to parents and children, teachers themselves were acknowledged as an important audience for the stories. The teachers felt that it was important to develop a means of ensuring they were not simply writing stories and making decisions that were soon forgotten. The term 'Storyline' was used to capture the essence of what the categories were about. Storyline emerged when learning was seen as linking in some way.

Children's topic of interest would often form the title of storyline. 'Rugby', 'Cricket' and 'The Axolotls' were early examples of these storyline. Over time they started using titles like 'Developing relationships and friendships', 'Developing independence' and 'Self-help skills', 'Celebration of the moment', but soon moved to focusing attention around the central dispositions evident in stories. Later the story referred directly to the learning disposition or dispositions captured in the Learning Stories.

Storyline are never bound by time or systems. These are used in both nursery and centre areas and could be representative of one child's learning, a small group, large group or of the whole centre. Teachers juggle a number of storyline at any one time and cannot predict when a new story line may emerge. At some point though the teachers make a judgment about whether to continue documenting or displaying a story line on the walls; often this is decided because stronger storyline emerge or because the children's interest has waned.

## Revisiting

With storyline in place teachers now had lines of learning to revisit, (although the concept of revisiting was not new). The teachers concluded that 'revisiting' was one of the most critical aspects of the



success of their approach and happened in both planned and unplanned ways. Revisiting occurred for teachers in the reflection meetings where each fortnight various stories were discussed revisited the following meeting to see what progress had occurred or whether other strategies should be tried. The teachers felt revisiting added another level of credibility to what they were writing. It meant stories were not just written and then stuck away in a book; rather they become a source of information and possible direction for teachers, children and their families. Revisiting also meant children were encouraged to see their own achievements, revisiting previous stories where they could see the changes and discuss these with teachers.

## **Tracking**

Tracking evolved as a concept because teachers wanted to take their idea of continuity to a new level. Teachers wanted to track children over longer periods of time, track dispositions and the development of these, the teacher's documentation and main teaching strategies implemented. This would provide vital information on what was occurring for children, and what was occurring for teachers.

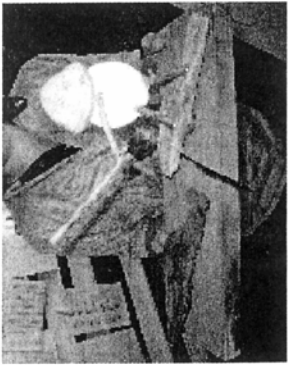


# Appendix G: Two of Kaleb's Learning Stories

## "Exploring Dance" Learning Story

<p><b>THINKING</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> questioning &amp; exploring alternatives</li> <li><input checked="" type="checkbox"/> thinking imaginatively</li> <li><input type="checkbox"/> choosing right strategy for situation and self</li> <li><input type="checkbox"/> reflecting &amp; evaluating</li> <li><input type="checkbox"/> adapting learning to new contexts</li> </ul>	<p style="text-align: center;"><b>LEARNING STORY</b></p> <p>NAME: Madison, Kaleb and Jack DATE: 13 September 2005 KAIROAPA: Exploring Dance WRITTEN BY: Nikki O'Connor</p>
<p><b>MAKING MEANING</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> exploring &amp; expressing</li> <li><input checked="" type="checkbox"/> interpreting &amp; understanding</li> </ul>	<p><b>LEARNING STORY</b></p> <p>Madison, Kaleb and Jack were having a small group dance session. They began by extracting ideas from the text we were exploring. Using the ideas, they experimented with the elements of dance to help them perfect their moves. They then had to go one step further and share their moves with the other two and work together to incorporate all of the moves into a short dance segment. Together they came up with a sequence and a way of sharing the lead. After formulating a sequence, they realised they needed a way of remembering the order. They decided to write that writing a list would be a good idea. I helped them with this and we also drew symbols to help us. The first time through I helped them by calling out the next move. The following time through they told me I didn't need to call out the moves and that they could try to follow the plan by themselves. With a tiny bit of assistance, they managed to do this. A great team effort.</p>
<p><b>WINNING SELF</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> experimentation</li> <li><input type="checkbox"/> recruiting</li> <li><input type="checkbox"/> risk-taking</li> <li><input type="checkbox"/> knowing self as learner</li> <li><input type="checkbox"/> taking responsibility for learning</li> <li><input checked="" type="checkbox"/> planning</li> </ul>	<p><b>ANALYSIS</b></p> <p>They related well to each other as they worked to combine their moves and danced. They showed trust in each other as they participated together and contributed their ideas. They managed themselves well as they used planning as a means of helping them remember a sequence. They interpreted that text and then through exploring the elements of dance and being imaginative they expressed particular ideas and communicated messages.</p>
<p><b>RELATING</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> honouring &amp; respecting self as a unique individual</li> <li><input checked="" type="checkbox"/> honouring &amp; respecting the hiri o Waitangi</li> <li><input checked="" type="checkbox"/> honouring &amp; respecting others</li> </ul> <p><b>BELONGING, PARTICIPATING, AND CONTRIBUTING</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognising &amp; sharing uniqueness in self &amp; others</li> <li><input checked="" type="checkbox"/> trusting (self, others, place &amp; process)</li> <li><input checked="" type="checkbox"/> acting within the bigger picture/wider context</li> <li><input type="checkbox"/> caring for environment</li> </ul>	<p><b>POSSIBLE NEXT STEPS</b></p> <p>Madison, Kaleb and Jack could polish their piece through practising together. Perhaps they could use the list they created to help them start off. They will be performing the dance to the hamebase 1 and 2 community on Thursday night at our presentation evening.</p>

# “Maui Fishing up the North Island: Learning Story

<p>THINKING</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> questioning &amp; exploring alternatives</li> <li><input checked="" type="checkbox"/> thinking imaginatively</li> <li><input checked="" type="checkbox"/> choosing right strategy for situation and self</li> <li><input type="checkbox"/> reflecting &amp; evaluating</li> <li><input checked="" type="checkbox"/> adapting learning to new contexts</li> </ul>	<p style="text-align: center;"><b>LEARNING STORY</b></p> <p>NAME: Kaleb Hunt-Wheeler          DATE: 21 .11.05          KAUPAPA: Maui fishing up the North Island          WRITTEN BY: Susie Greenslade</p> 
<p>MAKING MEANING</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> exploring &amp; expressing</li> <li><input checked="" type="checkbox"/> interpreting &amp; understanding</li> </ul>	<p>LEARNING STORY</p> <p>Last week Kaleb attended the dance festival where he danced as Maui, fishing up the North Island. Yesterday Kaleb was at the beach. He looked down and saw a piece of driftwood that looked like the North Island. He said “I thought I’d make Maui pull up the North Island and he could be in his waka which is the South Island”. Kaleb found shells for Maui’s body and head, driftwood for the waka and feathers for the waka paddles. He took the treasures home. Kaleb’s Dad gave him some fishing line to use for Maui’s rod. Kaleb used a hot glue gun to attach all the peices together. “I told Dad about the story of Maui. He didn’t know the story cos he’s in his 40’s and forgets things very fast but he’s a great worker, I know that, he loves wood”. Today Kaleb brought in his Maui sculpture. He shared it with the homebase and explained the story of Maui and how he had created it. Kaleb answered many questions the tamariki had for him. He said he would run a workshop on driftwood sculpture for the tamarik</p>
<p>MANAGING SELF</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> experimentation</li> <li><input type="checkbox"/> persisting</li> <li><input checked="" type="checkbox"/> risk-taking</li> <li><input checked="" type="checkbox"/> knowing self as learner</li> <li><input checked="" type="checkbox"/> taking responsibility for learning</li> <li><input type="checkbox"/> planning</li> </ul>	<p>ANALYSIS</p> <p>Kaleb understood the legend of Maui and not only did he interpret it into his dance but then also, by using his imagination, into his driftwood sculpture. This shows Kaleb acting within the wider context of learning. Kaleb knows himself as a learner. He has the confidence to share his work with others. He is honouring and respecting both te tiriti o Waitangi and also the tamariki in his community. He has taken responsibility by offering to run a workshop, to show the tamariki how to create driftwood sculptures.</p>
<p>RELATING</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> honouring &amp; respecting self as a unique individual</li> <li><input checked="" type="checkbox"/> honouring &amp; respecting te tiriti o Waitangi</li> <li><input checked="" type="checkbox"/> honouring &amp; respecting others</li> </ul> <p>BELONGING, PARTICIPATING, AND CONTRIBUTING</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> recognising &amp; sharing uniqueness in self &amp; others</li> <li><input checked="" type="checkbox"/> trusting (self, others, place &amp; process)</li> <li><input checked="" type="checkbox"/> acting within the bigger picture/wider context</li> <li><input type="checkbox"/> caring for environment</li> </ul>	<p>POSSIBLE NEXT STEPS?</p> <p>For Kaleb to run his driftwood sculpture workshop next week.</p>

## Appendix H: Example of analysis grid— Aratupu Preschool and Nursery

### Key

Red	Examples of actions and behaviours
Black	Our interpretations
Green	Part of the culture of this place

Story title	Relating to self	Relating to others	Relating to place
<p>“Internet Lady”</p> <p>15.3.05</p>	<p>Protects/defends her identity. Tells of how she didn’t like being called “internet lady” “‘cause I don’t like nicknames, my name is Libby”.</p> <p>Uses/stretches knowledge across environments. Incorporates her knowledge about the internet from home into her play.</p>	<p>Shares her knowledge, ideas and interests with other children and adults.</p> <p><b>Tells Andrea and Reuben about the internet.</b></p>	
<p>“Goodbye”</p> <p>8.4.05</p>		<p>Recognizes and celebrates the achievements of others. Speaks up for others who may not be heard (Tuakana Teina).</p> <p><b>Notices Carter says “goodbye” and tells others about this.</b></p>	<p>Tunes into the culture of this place (celebrates achievements). Is very excited about this event and plans to tell Carter’s mum all about it.</p> <p><i>Her excitement for others will be reciprocated.</i></p>



## Appendix I: Working papers

These working papers from the research project are either complete, in draft, or in preparation. They will be available during the second half of 2008 from the Wilf Malcolm Institute of Educational Research, University of Waikato.

### **New Brighton**

NB1: Continuity: framing it up.

NB2: Continuity: three case studies.

NB3: The space where intentional learners and intentional teachers meet.

NB4: Rethinking the language for infants and toddlers: reshaping the Learning Story frame

### **Aratupu**

A1: Relating Stories.

A2: Libby: the empowered child.

A3: “Why is this play not ok?”: the ethical dilemmas of a teaching team.

A4: Teaching Strategies: what teachers do to support relating.

A5: Gaynor, strategies-in-action

### **Rotorua Primary**

R1: Teachers talk competencies

R2: Exploring the key competencies at “our place”.

R3: Pipi, kūtai or toheroa? Finding a metaphor for the key competencies at our place.

### **Parkview**

P1: Integrating key competencies and learning areas

P2: Strengthening key competencies across two years of school

## **Discovery 1**

D1: Establishing a Key Competencies and Learning Story database at Discovery 1.

D2: Key competencies over time, pedagogy underneath.

D3: Diana's co-constructed pathway of learning

## **General**

G1: Themes and dilemmas in a TLRI project in progress

G2: Dimensions of strength for key competencies



## Appendix J: Research team members

Margaret Carr	University of Waikato (co-director)
Sally Peters	University of Waikato (co-director)
Tina Williams	University of Waikato (co-ordinator)
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Sue Molloy	University of Canterbury (co-ordinator)
Mere Simpson	Rotorua Primary School (teacher researcher)
Nikki O'Connor	Discovery 1 School (teacher researcher)
Susie Greenslade	Discovery 1 School (teacher researcher)
Yvonne Smith	Parkview School (teacher researcher)
Andrea Wilson-Tukaki	Aratupu Preschool and Nursery (teacher researcher)
Paula Berry	New Brighton Community Preschool and Nursery (teacher researcher)
Nadine Bashford	New Brighton Community Preschool and Nursery (teacher researcher)
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