

Jorjia's imaginary turtle

Child's name: Jorjia 2.2yrs

Date: September

Teacher: Caroline

		Examples or cues	A Learning Story
belonging mana whenua	Taking an interest	I was sitting down by the reels, writing in the infants' daily books. Jorjia came over. Jorjia: "See my turtle."	<p>Caroline: "You've got a turtle," as she carefully laid "the turtle" in my hands.</p> <p>Jorjia: "Look, my turtle."</p> <p>Caroline: "What shall we do with your turtle?"</p> <p>Jorjia: "Put it here," pointing to the plank.</p> <p>I placed it down carefully.</p> <p>Jorjia: (excited) "Look, it's running."</p> <p>She ran alongside the plank. "Going fast."</p> <p>Jo came over to invite Jorjia to go for a walk to the toddlers' centre around the corner. Jorjia carefully scooped up her turtle and we looked for a pocket to put it into. Jo suggested that it could go under her shirt and she carefully tucked it inside, holding it there with her hand and off she went! When she returned, I asked about the turtle.</p> <p>Jorjia: "I left it there," and in a matter of fact way went off to play elsewhere.</p>
well-being mana atua	Being Involved	Caroline: "You've got a turtle," as she carefully laid "the turtle" in my hands. Jorjia: "Look, my turtle."	
exploration mana aotūroa	Persisting with Difficulty	Caroline: "What shall we do with your turtle?" Jorjia: "Put it here," pointing to the plank.	
communication mana reo	Expressing an Idea or a Feeling	I placed it down carefully. Jorjia: (excited) "Look, it's running."	
contribution mana tangata	Taking Responsibility	She ran alongside the plank. "Going fast."	

Short-term review

We had a lovely time as Jorjia drew me into her imaginary play. It was a delightful interaction, particularly watching Jorjia gently care for her "turtle". I'm left wondering how/what Jorjia knows about turtles. Mum/Dad, are there home experiences that you know about for us to build on?

Query? Are we seeing wider examples of Jorjia involved in imaginary play?

What's happening here?

Two-year-old Jorjia sustains some imaginary play and initiates her teachers' involvement in her play.

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

This is an example of Jorjia being creative and expressive in pretend play. She is imagining a turtle and sustaining the imaginary play over time ("Look, it's running") and place (taking it for a walk). She includes the teacher in the elaboration, and she and another teacher assist Jorjia to make the play more complex by asking for an action ("What shall we do with your turtle?") and suggesting that Jorjia keep the turtle safe in her shirt during the walk.

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

The teachers clearly value these episodes of imaginary play, and Jorjia and her family will know they value this play because it is documented.

The short-term review has two audiences.

The teacher asks the family if there are home experiences (about turtles) that they can build on. She also addresses the second teacher, asking for other examples of Jorjia's imaginary play. When the teachers share Jorjia's portfolio with Jorjia or amongst themselves in future, this question may be answered and continuity may be documented. That continuity may relate to turtles (we don't have a record of the family's response) or to Jorjia's imaginary play.

What other strands of Te Whāriki are exemplified here?

Jorjia's episodes of imaginary play also have links to the Exploration/Mana Aotūroa strand of Te Whāriki. Book 13 of *Kei Tua o te Pae* emphasises the value of the creative and the imaginative for innovative exploration. Imaginative play is a valuable disposition for *communication* as well because when children can imagine the viewpoint of others, communication can become genuinely reciprocal.