

Aminiasi sets himself a goal

Today, Aminiasi came to me and said, "I want to make a kite."

"You can," I replied.

"I can't," Aminiasi replied.

"You can," I replied.

"I can't," said Aminiasi.

"Shall we look at some books and see how to make a kite?" I asked.

"Yes," Aminiasi agreed.

We read the story "When the Wind Blows" by Raymond Briggs. We talked about the shape of the kite and what kites need to help them fly.

Aminiasi then chose his materials and set about creating his kite, working independently. The pictures below tell the story about the process Aminiasi worked through to reach the goal he had set himself: to make a kite.



2. Aminiasi sticky-taped each corner into place.



3. Aminiasi stopped folding the cardboard kite and went to the shelf to choose some paper to use. He then set about folding each corner in to form a diamond shape.



4. He attached yellow crepe paper for the tail and wrapped the end around a cylinder, which was the handle.



1. Aminiasi drew triangle shapes for his kite and then folded the corner of the kite into a triangle shape.



5. As Aminiasi was walking outside, the tail broke. He returned to the table and reattached the tail.



8. Oh, no! The tail broke again! Aminiasi headed back inside to fix his kite.



6. Aminiasi gave the tail a pull to test that it was attached.



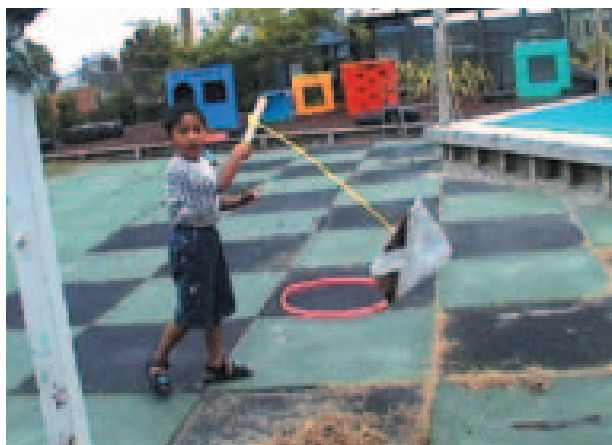
9. More sticky tape was needed to fix the tail into place.



7. Aminiasi flew his kite.



10. Aminiasi Kissed his Kite.



11. The wind blew, and Aminiasi flew his kite. The kite ducked and dived as Aminiasi ran around the playground with it trailing behind him.

Child's voice

Aminiasi talked to Heather about his kite:
 "I want to go and fly it! ... The tail is to fly ... Paper for making the kite ... Sticky-tape to stick it ... More sticky-tape ... The tail is yellow."

Short-term review

Today, Aminiasi set his own task and was able to ask for help when he needed it. At first, he doubted his own ability, but after reading a book about kites and discussing shapes, Aminiasi began his project. This story shows incredible persistence (a very important disposition for learning) as Aminiasi had to mend his kite many times but didn't give up until he had some success! During Aminiasi's kite-making project, he was also exploring which shapes and materials are best for kites (for example, he changed from cardboard to paper). ["Te Whāriki", Exploration, goal 3.4]

What next?

I read Aminiasi's story with him, and then we printed it. Together, we put it in his file. I asked Aminiasi, "What do you think your next project will be?"

"A butterfly kite," came the reply.

We will support Aminiasi in his next project by:

- exploring more books about kites;
- encouraging Aminiasi to plan his project, going through each stage – drawing plans, collecting resources, and trialling the final product;
- involving Aminiasi in constructing the Chinese butterfly kite we have just purchased;
- fostering Aminiasi's disposition of persistence.



Aminiasi watched his story come off the printer, looking at each page with delight as he discovered each picture.

Aminiasi was able to retell his own story to me from reading the pictures.

What's happening here?

Aminiasi decides to make a kite. While Aminiasi's criterion for success was that the kite would fly, the teacher notes in the short-term review other aspects of valued learning during this activity. For example, Aminiasi:

- set his own task;
- asked her for help when he needed it;
- doubted his ability but began his project after reading a book and discussing the process;
- persisted when the kite broke;
- explored which shapes and materials are best for kites. (She adds as evidence of this the fact that he changed from cardboard to paper.)

What aspects of empowerment does this assessment exemplify?

In this exemplar, Aminiasi sets his own goal: to make a kite.

In his discussion with one of the teachers (see the Child's voice section), Aminiasi indicates his criterion for success: "I want to go and fly it!"

The centre provides a range of materials, including alternatives such as paper and card, and this encourages the children to make their own choices when they make things.

After he makes the kite, the teacher asks him, "What do you think your next project will be?", and he replies, "A butterfly kite." The teachers draft a plan to support Aminiasi in his self-chosen follow-on project.

How might this documented assessment contribute to developing empowerment?

The pictures tell a detailed story about the process Aminiasi worked through to reach the goal he had set himself. The process is also recorded in Aminiasi's words (the Child's voice). The record includes documentation of his response each time the tail broke: he fixed it.

The teacher notes that "Aminiasi was able to retell his own story to me from reading the pictures".

What might this tell us about informal noticing, recognising, and responding in this place?

When Aminiasi says he wants to make a kite, the teacher assures him that he has the ability to do it, disagreeing with him when he says, "I can't."

The teacher responds to Aminiasi's uncertainty and provides an entry into the self-chosen but daunting task by reading a relevant story and talking about the shape of the kite and what kites need to help them fly.