



Your child's profile book

This profile book is a record of your tamariki's journey at Playcentre. It is for you and your whānau to contribute to, as well as other centre members. This profile will provide a picture of your child - their strengths, interests, progress, and their fun times! Profile books are a great treasure to have when your child gets older - they love looking through them and seeing what they got up to when they were younger.

Adding to a profile

The most common thing added to a child's portfolio is a 'learning story'. We use the term 'learning stories' to describe the way we capture learning. They don't all look the same and there is no right or wrong way to write a learning story.

A simple format to use to write a learning story is: notice, recognise and respond. Set the scene (what did you notice happening), describe the learning, and think about how we could support or extend the learning. Write the story in your own words - think of it as a note to the child.

Add photos, artwork or your child's voice.

Remember: all voices are important! Family, friends, other children and parents all add their own unique voice.



Ideas of what to add

- child's or whānau pepeha
 - magic moments and photos
 - learning stories
 - child's writing or artwork
 - photos of play or creations
 - tickets, maps etc from excursions
 - parent's voice
 - child's voice
 - conversations
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Te Whāriki - our Early Childhood curriculum

Te Whāriki is the NZ Early Childhood Curriculum. Children construct knowledge as they make meaning of their world. Knowledge is cultural, social and material. Skills are what children can do; they are what make interaction in and with the world possible. Children's attitudes are viewpoints or positions that reflect their values or beliefs. Knowledge, skills and attitudes combine as dispositions, which are tendencies to respond to situations in particular ways. As children learn, they develop a growing repertoire of dispositions and the ability to use them in ways that are sensitive to the context. The learning outcomes of Te Whāriki include knowledge, skills and attitudes, which combine as dispositions and working theories.



Dispositions

The learning story framework is based on a belief that developing good learning habits, or dispositions, at an early age is important to being a successful learner throughout life.

The five main dispositions that link to Te Whāriki are:

- taking an interest
- being involved
- persisting with difficulty
- expressing an idea or feeling
- taking responsibility

Dispositions are the combination of tamariki's emerging knowledge, skills and their attitude to learning. Learning dispositions include courage, curiosity, trust, pukumahi (diligence), māia (bravery), whakakata (humour), leadership, determination, and risk taking, whānaungatanga, among many, many others.

A child's dispositions affect how they approach play (and learning). These are used for kaiako to notice, recognise and respond to in curriculum and session planning to ensure learning.

Te Whāriki - Principles and Strands

The whāriki or woven mat is used as a metaphor for the ECE curriculum, in which four principles are interwoven with five strands:

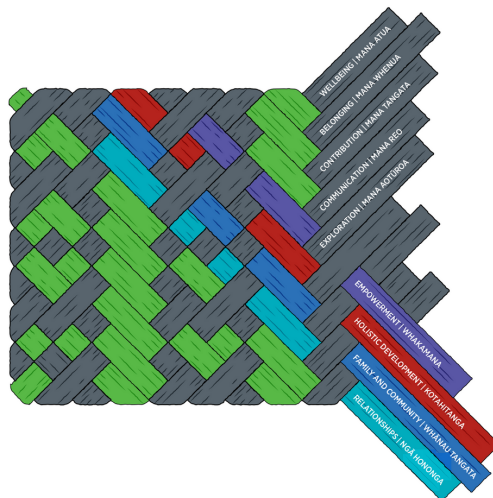
Principles

EMPOWERMENT WHAKAMANA	HOLISTIC DEVELOPMENT KOTAHITANGA
Early childhood curriculum empowers the child to learn and grow. <i>Mā te whāriki e whakatō te kaha ki roto i te mokopuna, ki te ako, kia pakari ai tana tipu.</i>	Early childhood curriculum reflects the holistic way children learn and grow. <i>Mā te whāriki e whakaata te kotahitanga o ngā whakahaere katoa mō te ako a te mokopuna, mō te tipu o te mokopuna.</i>
FAMILY AND COMMUNITY WHĀNAU TANGATA	RELATIONSHIPS NGĀ HONONGA
The wider world of family and community is an integral part of early childhood curriculum. <i>Me whiri mai te whānau, te hapū, te iwi, me tauiri, me ō rātou wāhi nohonga, ki roto i te whāriki, hei āwhina, hei tautoko i te akoranga, i te whakatipuranga o te mokopuna.</i>	Children learn through responsive and reciprocal relationships with people, places and things. <i>Mā roto i ngā piringa, i ngā whakahaere i waenganui o te mokopuna me te katoa, e whakatō te kaha ki roto i te mokopuna ki te ako.</i>

Strands, Goals and Learning Outcomes

WELLBEING MANA ATUA	BELONGING MANA WHENUA	CONTRIBUTION MANA TANGATA
The health and wellbeing of the child are protected and nurtured. <i>Ko tēnei te whakatipuranga o te tamaiti i roto i tōna oranga nui, i runga hoki i tōna mana motuhake, mana atuātanga.</i>	Children and their families feel a sense of belonging. <i>Ko te whakatipuranga tēnei o te mana ki te whenua, te mana tūrangawaewae, me te mana toi whenua o te tangata.</i>	Opportunities for learning are equitable, and each child's contribution is valued. <i>Ko te whakatipuranga tēnei o te kiritau tangata i roto i te mokopuna kia tū māia ai ia ki te manaaki, ki te tuku whakaaro ki te ao.</i>
GOALS Children experience an environment where:	GOALS Children and their families experience an environment where:	GOALS Children experience an environment where:
Over time and with guidance and encouragement, children become increasingly capable of:	Over time and with guidance and encouragement, children become increasingly capable of:	Over time and with guidance and encouragement, children become increasingly capable of:
Their health is promoted	Connecting links with the family and the wider world are affirmed and extended	There are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity or background
Keeping themselves healthy and caring for themselves te oranga nui	Making connections between people, places and things in their world te waihangā hononga	Treating others fairly and including them in play te ngākau makuru
Their emotional wellbeing is nurtured	They know that they have a place	They are affirmed as individuals
Managing themselves and expressing their feelings and needs te whakahua whakaaro	Understanding how things work here and adapting to change te mārāma ki te āhua o ngā whakahaere me te mōhio ki te panoni	Recognising and appreciating their own ability to learn te rangatiratanga
They are kept safe from harm	They know the limits and boundaries of acceptable behaviour	They are encouraged to learn with and alongside others
Keeping themselves and others safe from harm te noho haumaruru	Showing respect for kaupapa, rules and the rights of others te mahi whakaute	Using a range of strategies and skills to play and learn with others te ngākau aroha

COMMUNICATION MANA REO	EXPLORATION MANA AOTŪROA
The languages and symbols of children's own and other cultures are promoted and protected. <i>Ko te whakatipuranga tēnei o te reo. Mā roto i tēnei ka tipu te mana tangata me te oranga nui.</i>	The child learns through active exploration of the environment. <i>Ko te whakatipuranga tēnei o te mana rangahau, me ngā mātauranga katoa e pā ana ki te aotūroa me te taiao.</i>
GOALS Children experience an environment where:	GOALS Children experience an environment where:
Over time and with guidance and encouragement, children become increasingly capable of:	Over time and with guidance and encouragement, children become increasingly capable of:
They develop non-verbal communication skills for a range of purposes	Playing, imagining, inventing and experimenting te whakaaro me te tūhurahura i te pūtaiao
Using gesture and movement to express themselves he kōrero ā-tinana	They gain confidence in and control of their bodies
Understanding oral language ¹ and using it for a range of purposes he kōrero ā-waha	They learn strategies for active exploration, thinking and reasoning
Enjoying hearing ² stories and retelling and creating them he kōrero paki	Using a range of strategies for reasoning and problem solving te hīraurau hopanga
Recognising print symbols and concepts and using them with enjoyment, meaning and purpose he kōrero tuhihihi	They develop working theories for making sense of the natural, social, physical and material worlds
Recognising mathematical symbols and concepts and using them with enjoyment, meaning and purpose he kōrero pāngarau	Making sense of their worlds by generating and refining working theories te rangahau me te mātauranga
Expressing their feelings and ideas using a wide range of materials and modes he kōrero auahau	



Schemas

Schemas can be described as urges or repetitive actions of children which allow them to explore and engage with their environment. They are characterised by intense concentration, complete absorption, deep enjoyment and persistence during the activity. They show us that this kind of repetitive play is meaningful. They also provide us with a framework for engaging with children to help them maximize their learning. Schemas can be seen across all areas of play.

Common schemas include:

Transporting – urge to carry things

Enclosure – urge to put things into containers, hiding in boxes

Enveloping – urge to wrap themselves or object in fabric, paper, sticky tape

Rotational – urge to spin or go in a circular motion, fascination with things that turn

Orientation – urge to hang upside down, get on top or under of things

Positioning – urge to put things in alignment, tidying up

Connection – urge to connect, join (includes disconnecting too!)

Trajectory – urge to climbing up and jumping off, throwing and dropping

Transformation – urge to mix water with sand, juice with food, fascination with how things change



It's all about stories –
the transforming schema

Writing Learning Stories

NOTICE - What can/did you see?

- What did you see happening?
- What drew your attention/made you notice?
- What actions/behaviours did you notice?
- What was something significant you noticed?

RECOGNISE - What is the learning that is happening?

- What made you want to write this story? Why did you take the photo?
- What interested you in the child(ren)'s activity?
- What seemed significant? What was going on?
- How was the child(ren) empowered in the situation?
- What have you learnt about the child(ren)?
- What learning are you valuing?
- Are there connections to past interests/schemas? Does this link to other things you (or others) have noticed happening?
- What/how does it link to Te Whāriki?
- What might this mean for the child(ren)'s future learning?
- What might be significant to the child(ren) and to their family?



RESPOND - What can you do next?

- What do you think might happen next?
 - How could you respond - do you need to take an active role or not?
 - How could you further the child(ren)'s interests and strengths?
 - What experiences might you provide to further the interest, strengths, dispositions?
 - What resources will you need to gather? People? Places? Things?
 - What do you need to know?
 - How can you further empower this child?
 - Have you any thoughts about encouraging, increasing challenge/complexity, risk?
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