

Breeze the Kaiāwhina

E iti noa ana, na te aroha

Something given with love, no matter how insignificant, is priceless.

Right from your very first day back at kindergarten Breeze, I have noticed you acting as tuakana to our younger tamariki, teaching them how to do things. I have also noticed you offering awhi when you see it is needed, both to tamariki and to kaiako. You noticed that Jamie had gone to sit at the table, waiting for kai. You let me know that you wanted to help Jamie, and you gave him his inu wai, then opened his container of hanawiti for him. Jamie enjoyed your attention, and happily accepted you hand-feeding him his sandwiches.



Kei te āwhina
koe ki a
Jamie.



The next day

Breeze, you noticed me folding the washing and wanted to awhi. You found a chair and set yourself up beside me, handing me items to fold, as well as putting folded items in piles so we could go and put them away, (which we did!). You are always keen to help in other ways too Breeze, such as wiping down the tables and packing children's bags.

He kaiāwhina a Breeze, tino pai!



WHAT MIGHT THIS TELL US ABOUT BREEZE'S LEARNING?

Multiple skills are required when interacting with others, many of which can be described as literacies. These snapshots of Breeze's interactions with Jamie and Sue, demonstrate her use of emotional, verbal, non-verbal, and social literacies.

They also describe how Breeze is exploring what it means to be tuakana and kaiāwhina, both valued roles within a community. A previous story (Kanohi ki te kanohi), documented Breeze's ability to 'read' faces and connect expressions and emotions. This story shows that Breeze has extended on this learning and is using her knowledge of how others are feeling to put herself in their place and develop skills in knowing how and when to offer awhi.

Identifying what others are feeling is necessary for the development of empathy, and prosocial behaviours. Prosocial behaviour is 'a voluntary action intended to benefit others' (Cole, Cole and Lightfoot, 2005). In very positive ways, Breeze is learning that her own actions affect others. She is understanding that through her actions she can support others, and contribute to the wellbeing of others.

NEXT STEPS...

We will continue to notice and value Breeze's efforts to contribute to the wellbeing of others.

Breeze will have ongoing opportunities to help care for others and our environment.

Lorraine and whānau—Your feedback and input is really valuable for us—and a wonderful record for Breeze to look at when she is older. Are there any insights or comments or stories that came to mind as you read this story?

Regards, Sue.

Papakupu

Kei te āwhina koe ki a Jamie-You are helping Jamie.

Ko kaiāwhina tino pai Breeze! -You are a fantastic helper

Breeze!

Hanawiti-sandwich Inu wai-water

Learning tags:

Routines and change

Being part of their centre

Manaakitanga

Taking responsibility

Belonging - Mana Whenua

Ako

Whanaungatanga

Story date: 24 Jul 2015. Added by: Sue Fahey.