

# James sets his goals

Kaiako: Lynne Paul Term 3 2013

You go about your busy day with a quiet confidence James and a quiet determination to get involved. You have a "I can do it" attitude and if you are unsure about new experiences you take the time to watch others first. In your last story I mentioned your "developing resilience and resourcefulness" and now I see you apply that into other areas of your play James. This term has posed some challenges as the biking gang has not been as active due to the weather and the teachers have challenged you and the boys to explore other interests, so the bikes have not come every day.

Last term you worked hard to be included in Jayden and Justin's play and this term I noticed you watching Fintan a lot in his construction, and I would often see you alongside him in the carpentry and construction areas.

On this particular day you were having trouble hammering in a nail when I suggested that we get the drill out, you were first in line after Fintan for a turn. That quiet confidence and determination pushes through James when you have set yourself a goal. I was so impressed at the way you moved your body position while drilling, shifting to different surfaces to see which one worked best, and you had a lot of success when you drilled below your body and you could use your body weight to push the drill head down. You never gave up James. Ka pai tō mahi!!

Your face lit up when you watched your BMX and biking video with your friends Jaydon, Justin and Trent, you celebrated your amazing ride that day with them.



You delighted in seeing the BMX video and biking again.

# James sees himself as learner

You quietly working away to develop some new friendships and this term was about trying out some new experiences. I couldn't stop smiling when I saw you having so much fun on the slide with friends, you were all laughing.

It is so good to see you being so engrossed in having fun James with a wide range of children and then taking your shirts off in the sandpit is just what boys do - It is REAL WORK!!

You are also learning about how to care for the environment and you are always keen to help the teachers with the worms and bokashi.



Boys just want to have fun!!!



Real work



Learning about bokashi



Exploring new areas with others.



Caring for the environment

# James gives it a go!

You are a deep thinker James, you know how to transfer your skills from one area to another and your growing confidence shines through. Again at the gym you were focused on the challenges of each piece of equipment, you never gave up, you joined the boys challenge in the middle running with the group and you jumped into the pits even though you felt a little worried.



You have been practicing those big leaps in the sandpit and now the gym.



Building that upper body strength James will help on the monkey bars.



Taking part in the whole morning- FUN FUN!



Steady and slow that is your motto, and it gets the job done.



## **What learning is happening is happening for James? E aha ngā mātauranga i ako a James?**

This term posed some different challenges for James, the first being that the bikes were not out everyday and he and the boys had to find other interests. It was interesting to see how James had transferred the skills, knowledge and interests he had developed in term 2, to other areas of his play. James has established learning strategies that include him in the "boy group" play which he especially chooses to be part of e.g. real work in the sandpit. He continues to watch his peers first, which is a great skill, to understand the play but to also understand how things work, like the drill. He works at his own pace, steady and slow is often his motto and he likes to finish what he starts. James sets himself a goal and he perseveres with it until he has satisfied himself it is done e.g. building.

We talk about children being ready/kia tangata, willing/kia kaha and able/ kia matou, and James continues to develop all these three dimensions over a wider range of play areas. His self-belief in his own capabilities is developing alongside his growing determination and resilience to give new things a go, especially when he has the support of the group. James's biking adventures in term 2 really set him up as "one of the boys" and it was clearly his goal and then to find his place in the morning group. That was where we first noticed his resilience and resourceful to be a learner and we acknowledge James's quiet confidence and his quiet determination. He wants to be recognised by others for his efforts.

Our early childhood curriculum, Te Whāriki talks about "Exploration, Mana Aotūroa" and how children set and choose difficult tasks and persist with them until they have mastered them. This is exactly what we see James doing throughout his day, in Lee's sessions, at the gym, on the bikes and when he experiences new situations e.g. walking the railway reserve to the forest. James is learning about moving off from Trent more often and engaging in play with other children who have different interests, which takes a little courage sometimes, and James manages this in his own time. He is a deep thinker and he likes to be sure of play situations first, so we respect his learning journey to do this will be in his time frame.

## **Opportunities & Possibilities: Ngā hua pea-ngā taumata.**

With the weather a little more settled possibly, James and his friends can head off for some more adventures on the railway reserve on their bikes, which I am sure James will be delighted about, and maybe we could even manage another trip to the BMX track before the end of the year.

There will be more opportunities for James to help out with the bokashi and worm farm. The teachers are going to be challenging and encouraging the boys to master the monkey bars, so there will be lots of upper body equipment and challenges available next term. James will be invited to be part of the group as he is exploring the challenges of moving along the top of the bars with Trent at the moment. The teachers have enforced a rule that children can not travel along the top until they can master the 16 rungs underneath, due to safety and the opportunity to offer a group challenge. James will have daily opportunities to practice on the monkey bars alongside his peers, which is also an opportunity to play with different children each day to broaden his circle of friends.

The monkey bar challenge will further develop James's fine motor development as he continues to show a growing interest in writing his name and drawing his stories.