



# e-Portfolios - Strengthening Pedagogical Documentation?

# Our Team - Roskill South Kindergarten



Karen



Kim



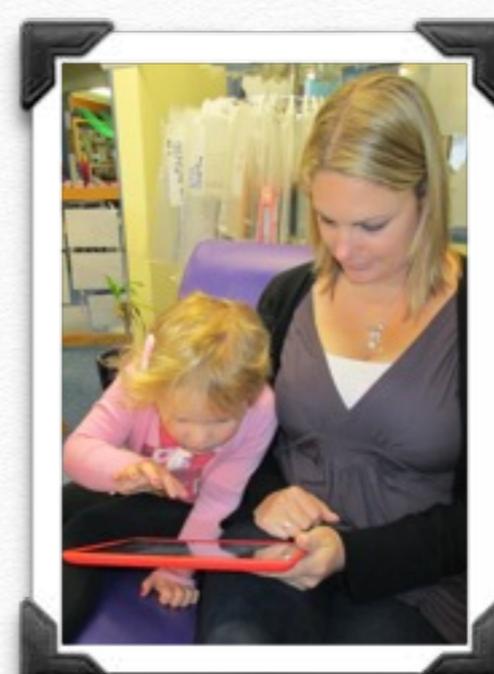
Verity



Malisha



Erin



Nadine



Heather



- The Auckland Kindergarten Association (AKA) is a charitable trust, established in 1908. They offer 107 local kindergartens across Auckland, as well as KiNZ childcare centres and playgroups.
- We transitioned to a Kindergarten Day Model (KDM) in 2014.
- 40 children per day, 60 children on our roll.
- 4 qualified teachers and 1 teacher assistant.
- We have admin support and a teacher aid.



igniting minds  
Hei Whakahihiko Hinengaro



# Our Journey Began....

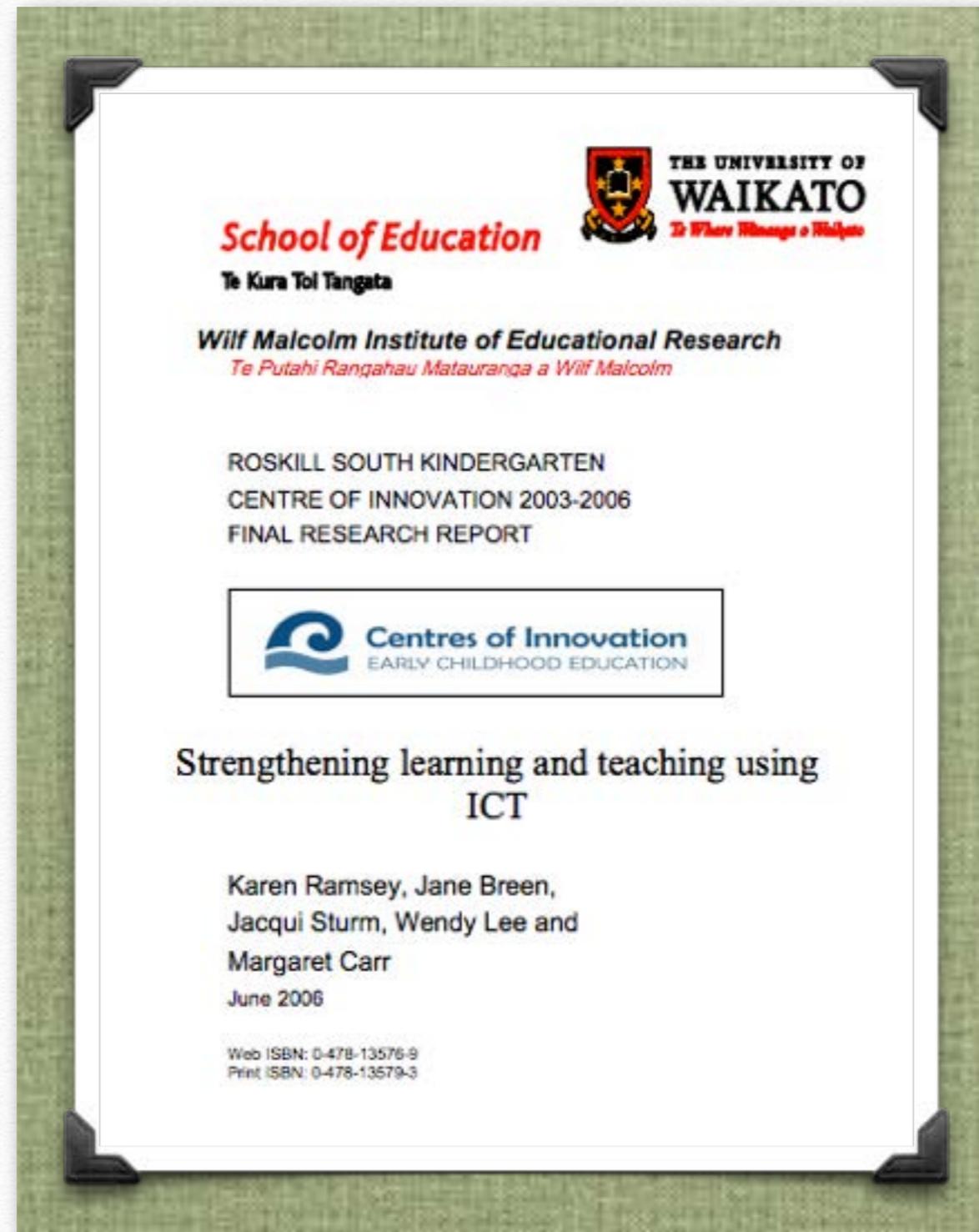
In 2000, we were trying to make sense of what assessment would look like in a socio cultural context. The teaching team committed to a year long professional development programme. This is when our action research journey began.



# ICT Begins.....

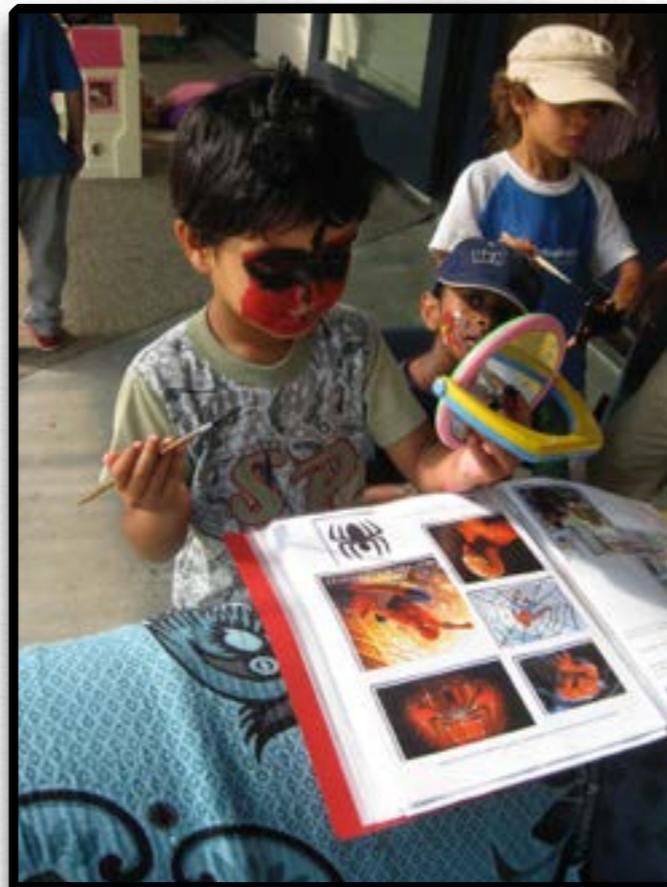
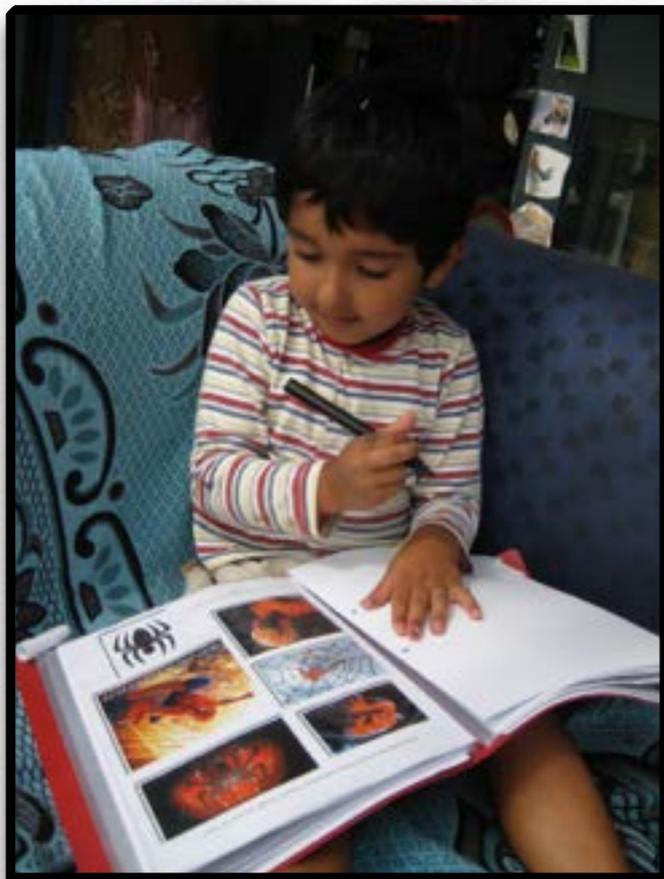


# The development of ICT

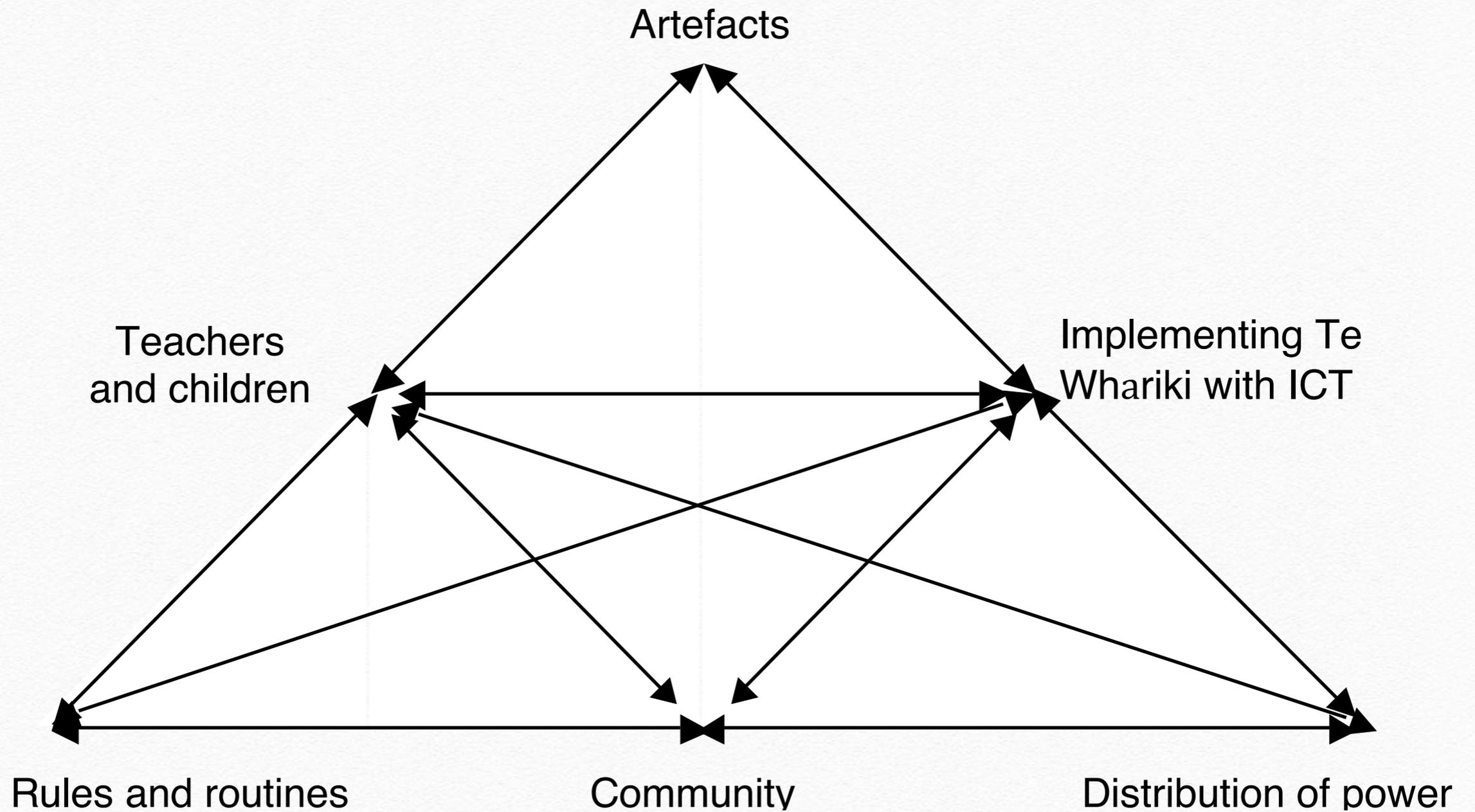


# Research Question

How does that innovative use of ICT in our pedagogical practice build, continuity, competence and community?



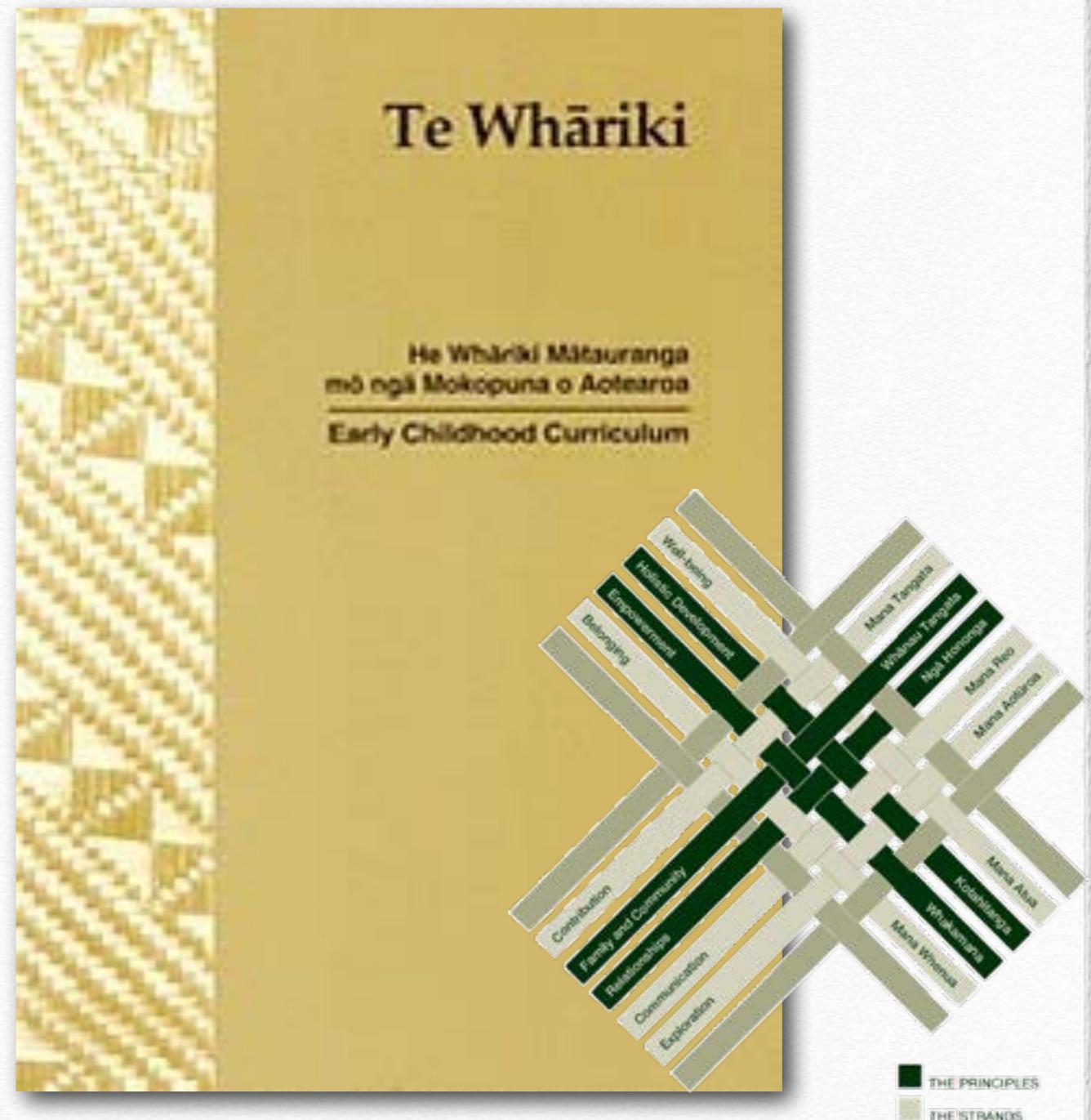
# Research Framework



# At The Heart

How are the principles of Te Whāriki embedded into our daily teaching and learning practice? What do they look like in practice?

*It is about 'living' not 'doing.'*



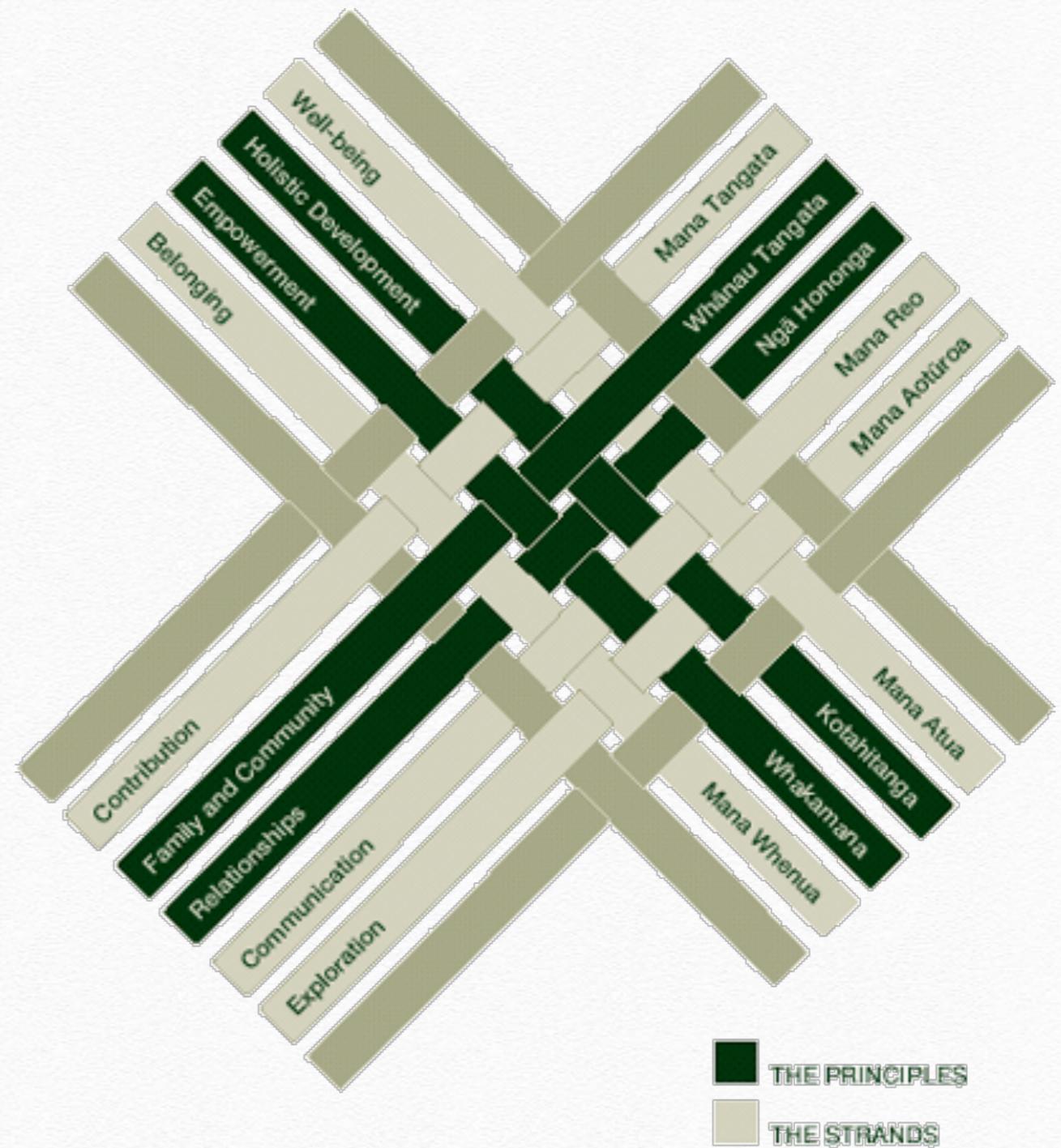
# Aspiration Statement



“to grow up as competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.”

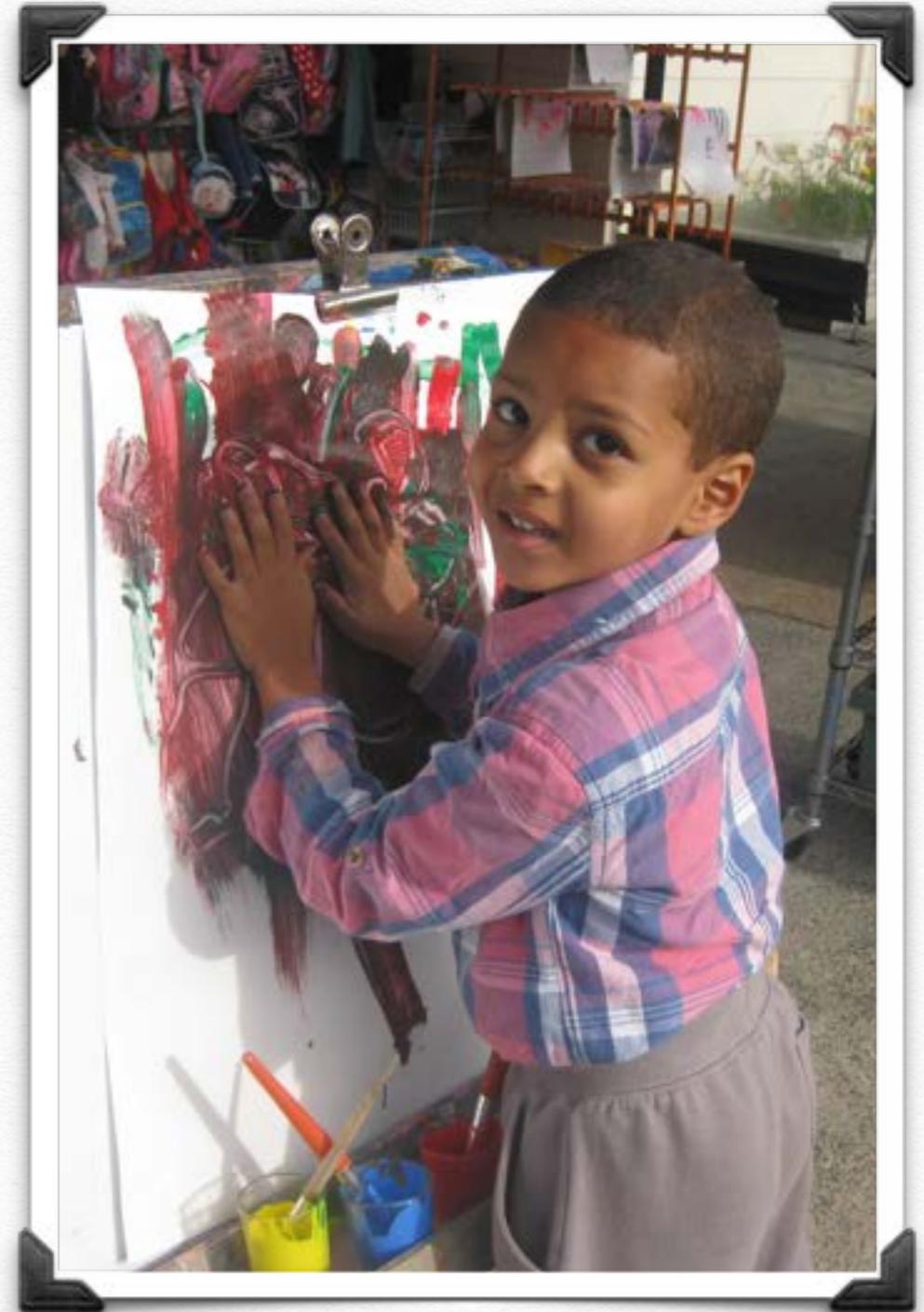
# Curriculum Implementation

“Each strand of the curriculum has implications for the way the early childhood education environment is managed and organised.” Pg27



# Te Whāriki Reminds Us....

“Dispositions are important ‘learning outcomes’. They are encouraged rather than taught. To encourage robust dispositions to reason, investigate, and collaborate, children will be immersed in communities where people discuss rules, are fair, explore questions about how things work, and help each other. The children will see and participate in these activities.”



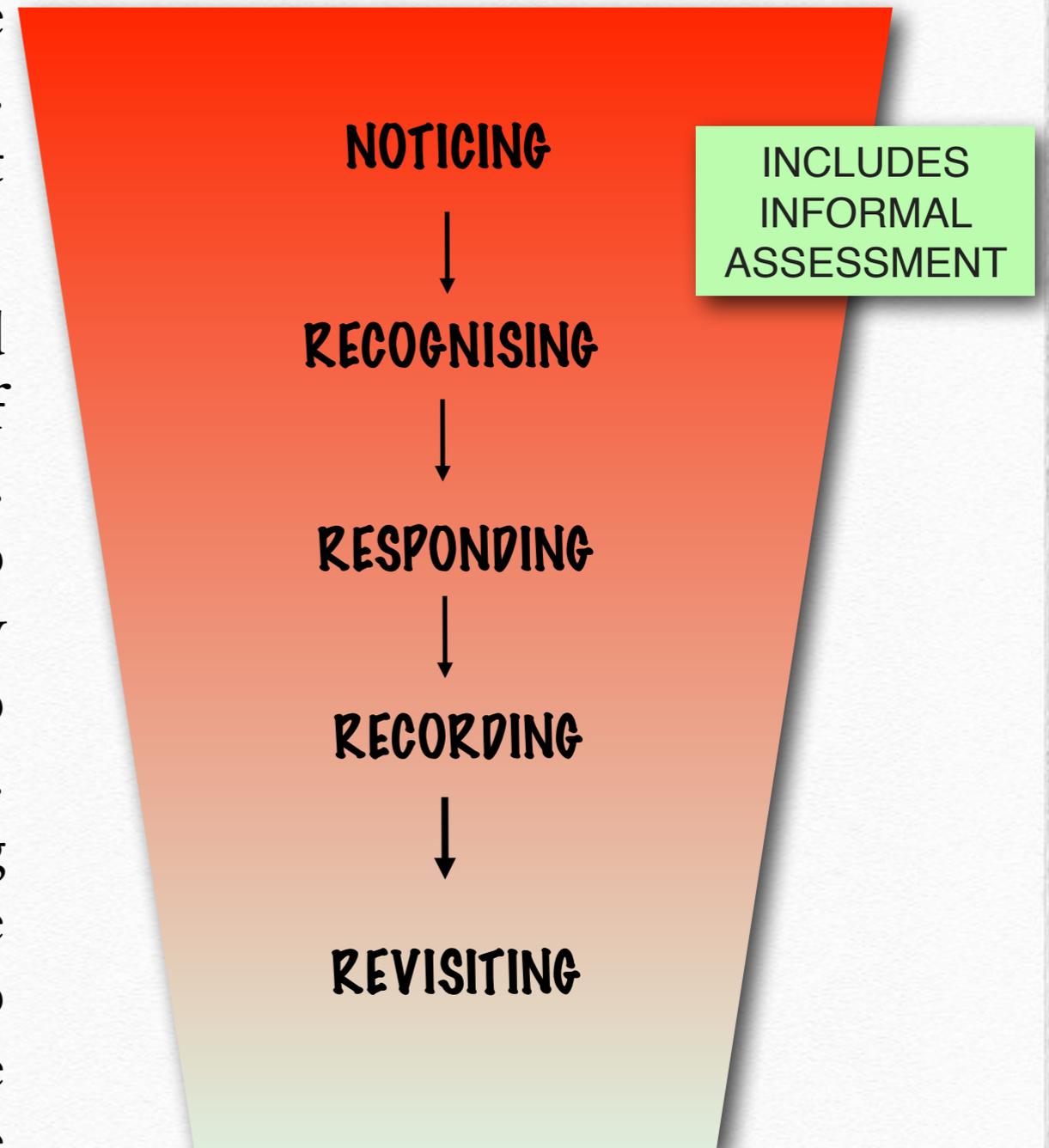


“Dispositions to learn develop when children are immersed in an environment that is characterised by well-being, and trust, belonging and purposeful activity, contributing and collaborating, communicating and representing, and exploring and guided participation.” Pg 44&45

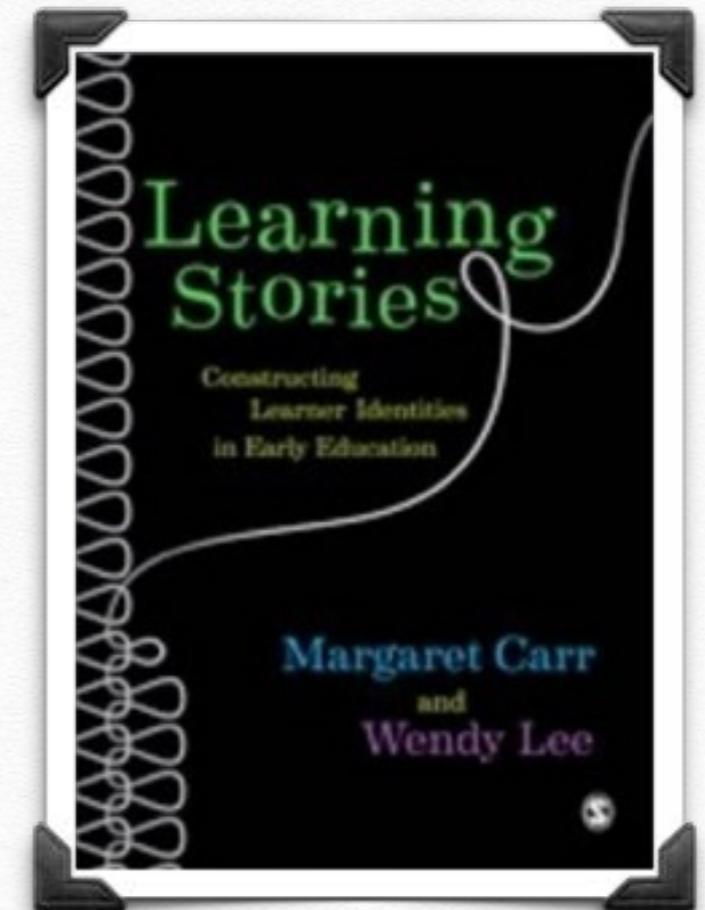
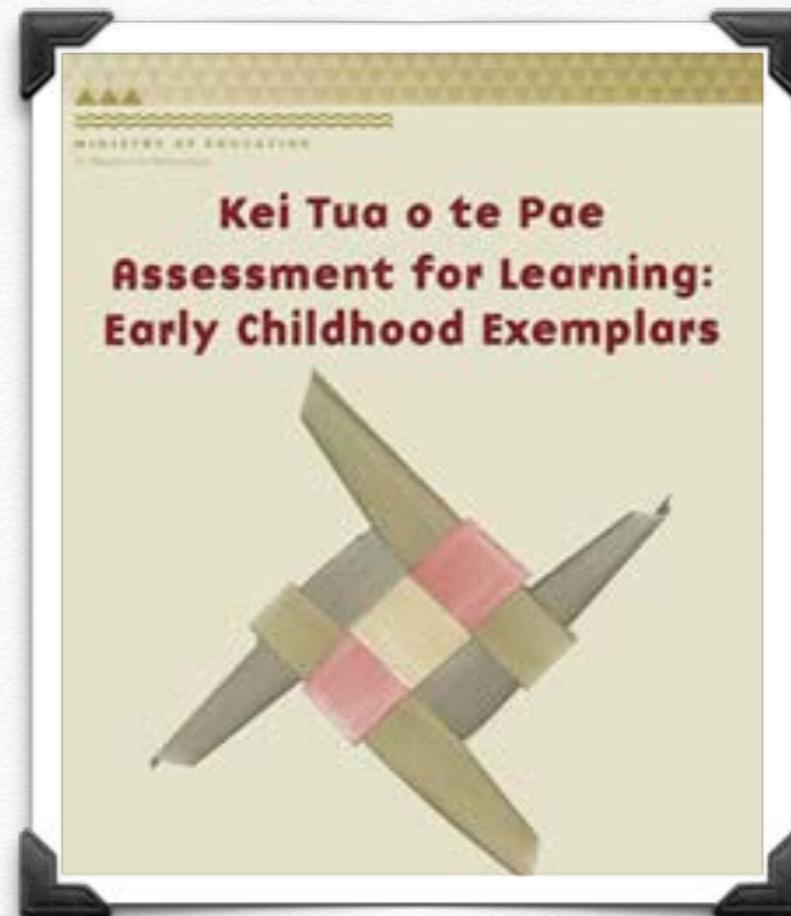
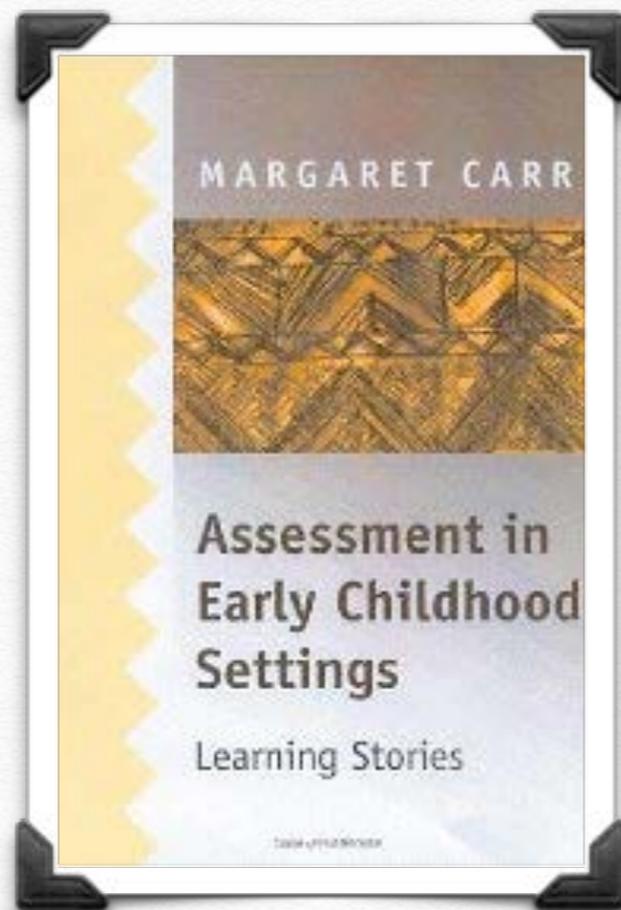
# Assessment For Learning

“Teachers notice a great deal as they work with children, and they recognise some of what they notice as “learning”. They will respond to a selection of what they recognise.”

The difference between noticing and recognising is the application of professional expertise and judgements. A powerful role for exemplars is to help teachers to recognise some of what they notice as learning (that is, to develop their ability to recognise learning). Sometimes recognising the learning occurs in retrospect, some time after the event. However, if there is a time gap between noticing and recognising, the teacher can't act (respond) in the moment. Pg 6



# Learning Stories



# A Spiderman Book

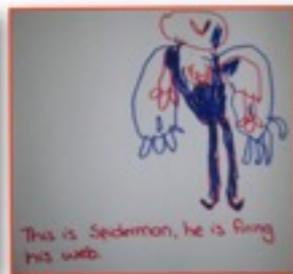
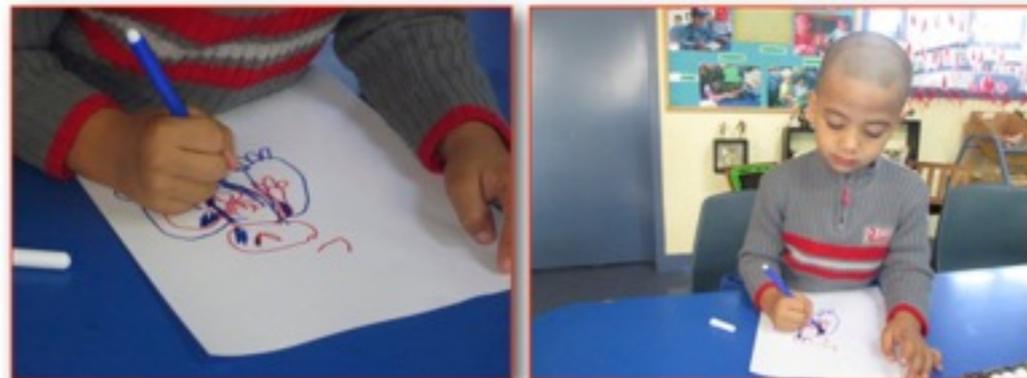
Nadine - 06/05/14

Raffaele, it is no secret that you are a big fan of Spiderman. We learnt this about you on your very first day of Kindergarten when you drew some amazing Spiderman pictures!



You have told me that recently you have been to see the new Spiderman movie, and this has reignited your passion for all things Spiderman.

Today you came up with the plan to make a Spiderman book. What a great idea Raffae! You got yourself what you needed and set to work. You really thought hard about all the detail in your picture, drawing Spiderman's mask, and the design on his suit.

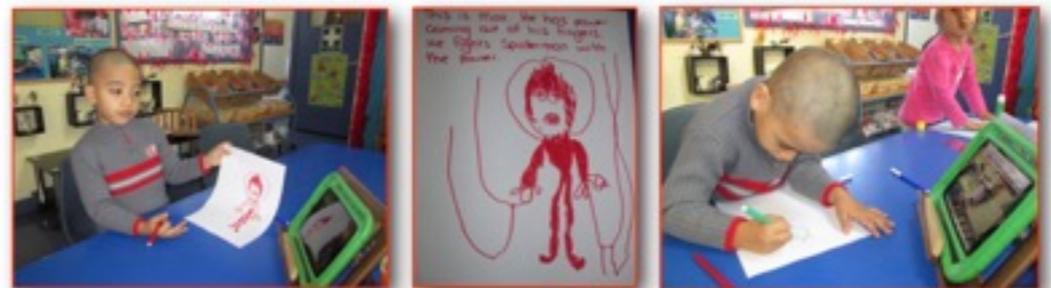


Making books and telling stories has been an ongoing interest at Kindergarten for many of our friends, and you have seen other children engaged in the book making process. When you had finished drawing you handed me your page and asked me to write the words.

You began work on the second page of your book, when suddenly you put your head in your hands. "Oh, no. I've forgotten how to draw Max." You said.

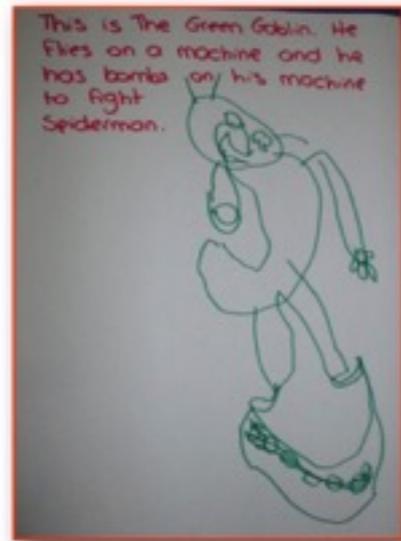


I asked you who Max was, and you explained that he was a character from Spiderman who has power that comes out of his fingers. I thought for a moment and then suggested that we use the iPad to find pictures of Max. Your worried face transformed into an excited smile, and you reached behind you for the iPad.



Together we searched for images of Max. "Oh yeah! That's what he looks like!" you said. You found an image that you liked, and continued with your illustration. You told me the words to your story which were, "This is Max. He has power coming out of his fingers. He fights Spiderman with the power." It was then on to the next page of your book. You told me that you were going to draw the Green Goblin and asked for help to find an image of him on the iPad. You carefully studied the image as you drew your picture, getting in all the detail in your drawing, right down to the Green Goblin's 'Goblin Glider' (I had to do some research Raffae, to find out what that was called)!





And with that, your book was complete! We used the stapler to bind your pages together. Awesome work Raffae! Your book looked fabulous. You went and put your book on top of the stereo by the mat, as you have seen your friends do when they have made books, ready for us to read at mat time.

When your mummy came to pick you up, you ran up to her with your book behind your back and surprised her with it! Your mummy was very pleased to see your hard work Raffae!

## What learning do I see happening for Raffaele?

One of the aspirations for all our children at Kindergarten is for them to develop a love of literacy. Making books and telling stories is a meaningful way for children to explore literacy and to begin to understand their world. While making his book today, Raffaele was exploring and discovering a different way to express his imagination and interests. He was also deepening his understanding that words can be used to tell a story, and that when written, these words can be read by others.

Literacy learning in the 21st century is complex and connected. It is much more than reading and writing. Book 17 of Kei tua o te Pae/ Assessment for learning, talks about a much broader view of literacy, this being oral, visual, and written. It acknowledges the importance in the early years of establishing a sound oral foundation, particularly in the realms of conversation and storytelling. This foundation is integral to the development of reading and writing.

Storytelling has been an interest for many children at Kindergarten, and over time it has become imbedded in the curriculum. Raffaele has observed his friends making books and telling stories, and is now beginning to explore this idea within the context of his own learning, and in a way that explores and acknowledges his own interests.

Raffae, Spiderman is a big interest of yours. In the story that Kim wrote for you 'Raffaele Explores His interest in Spiderman' she talked about how we will support you to make choices and follow your interests. You are certainly making wise choices for your learning Raffae, exploring your interests and passions in a variety of contexts.

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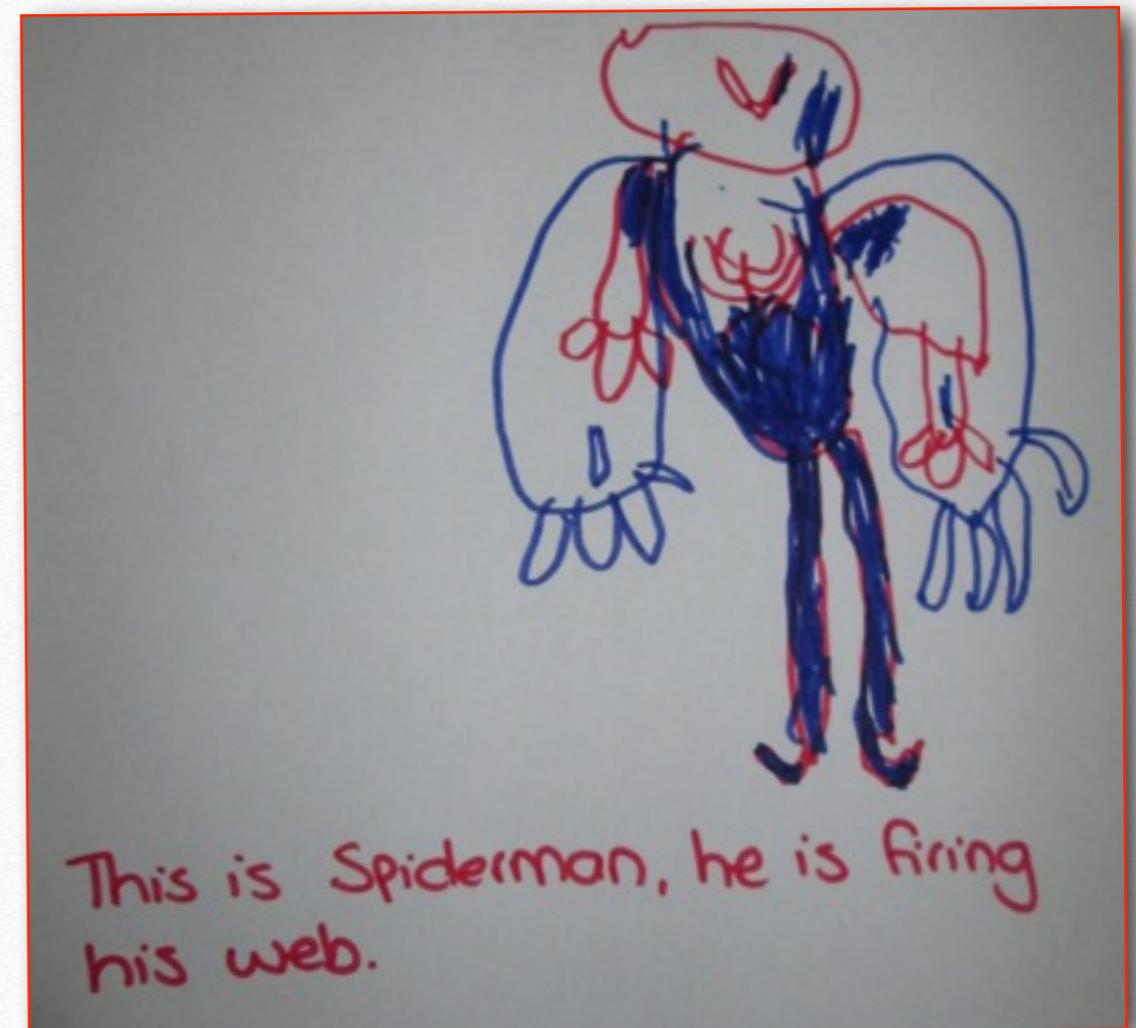


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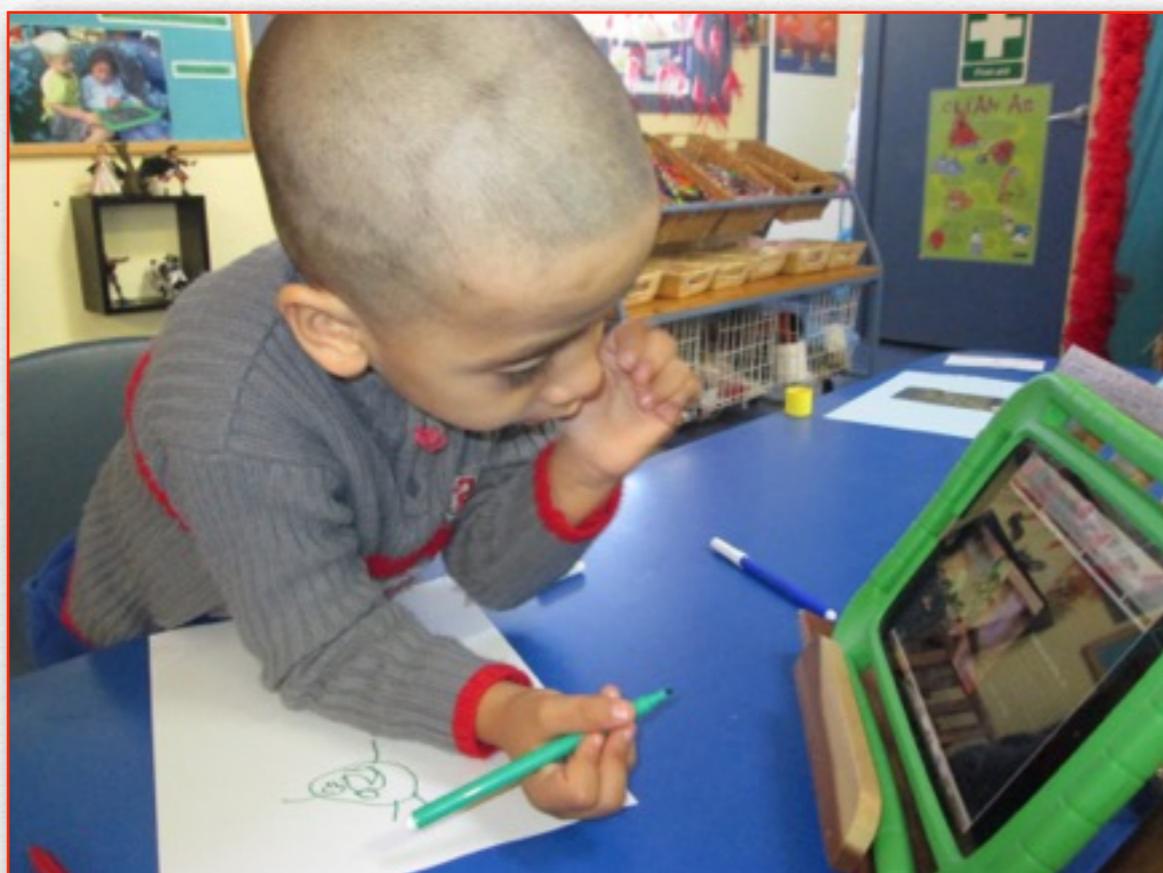


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This is The Green Goblin. He flies on a machine and he has bombs on his machine to fight Spiderman.



# What learning is happening for Raffaele?

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September 2015  
Karen

# A Warm Welcome

Malisha is our friend that comes to kindergarten everyday and Nathan each day you give Malisha a cheery greeting, often accompanied with a hug. As soon as you spot Malisha, you yell out "Hello" and today was no exception. Not only do you greet Malisha but I have noticed you greet other people coming into our centre. Nathan, you are such a kind and caring friend and your greeting is always with such happiness and joy. Thank you for being such a kind friend and ensuring everyone feels welcome at kindergarten.



## What learning is happening for Nathan?

It is great to see Nathan's confidence to communicate his ideas developing and he is now confident to approach people and greet them. Every morning when Nathan arrives at kindergarten he now greets his teachers too. This is such great progress for Nathan and it is wonderful to see his confidence in verbal communication developing. Saying hello and greeting our friends is an important part of the culture at Roskill South and Nathan your warm welcome is strengthening Malisha's sense of belonging in our kindergarten community. Greetings begin conversations and Nathan is exploring using language to share his ideas and communicate his interests.

# A Warm Welcome

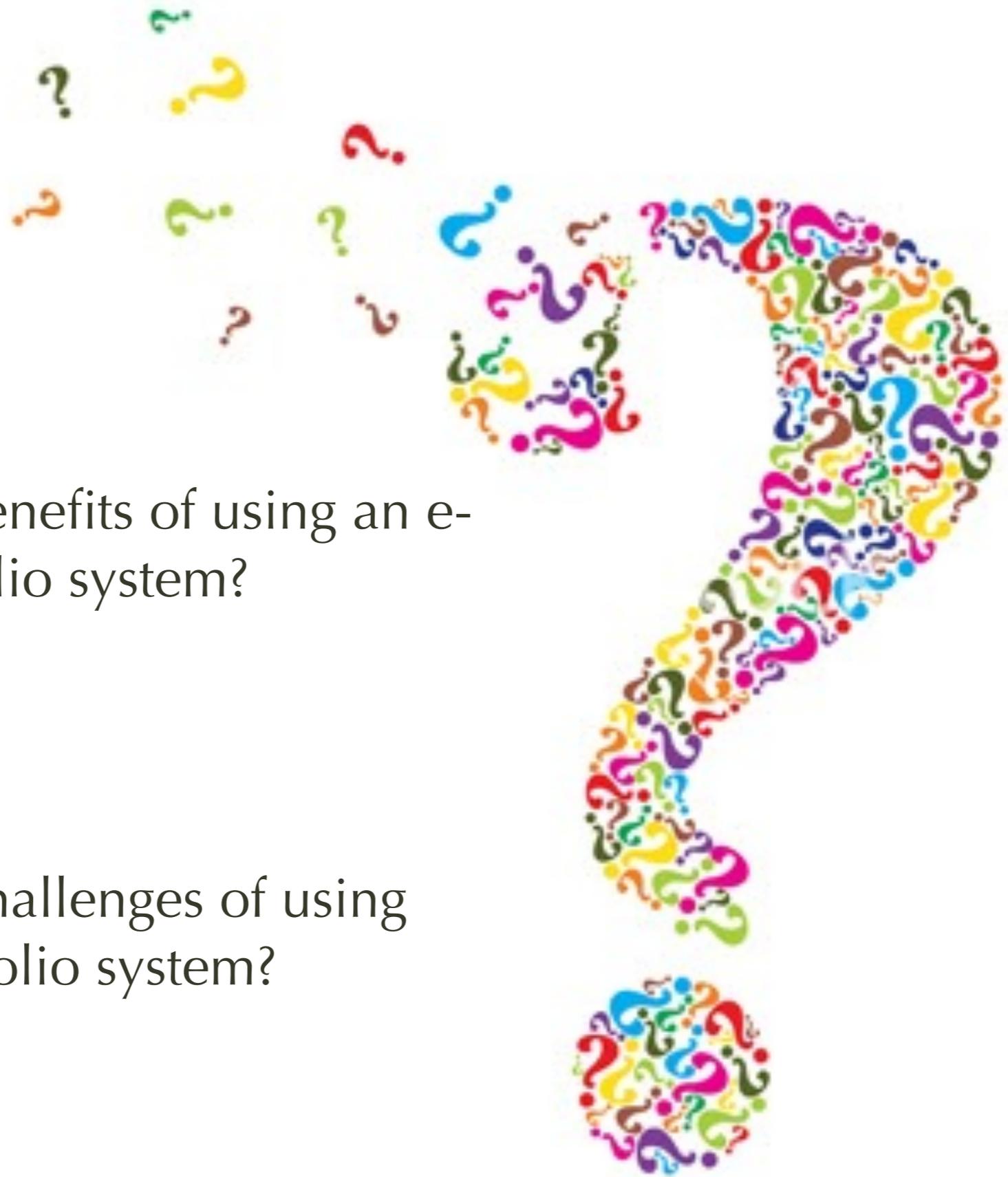
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# What learning do I think is happening for Nathan?

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What are the benefits of using an e-portfolio system?

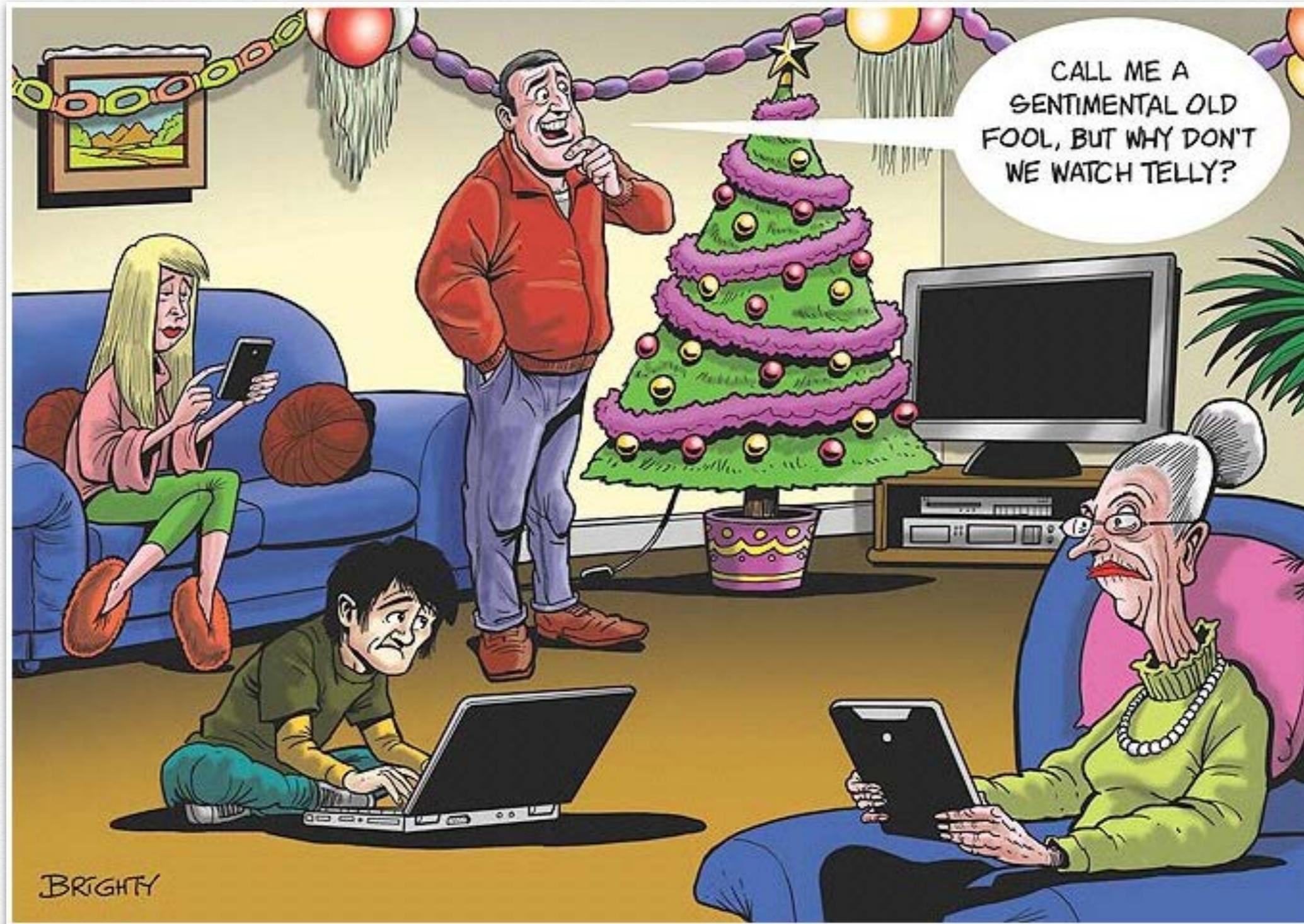
What are the challenges of using an e-portfolio system?

# Current Theory



These publications make visible current theories and would be helpful when reflecting on wise practice when implementing an e-portfolio system.

# Screen Time



l i f e

i s a b a l a n c e

o f h o l d i n g o n  
a n d

l e t t i n g g o .

*Wisdom*

is knowing the right path to take...

*Integrity*

is taking it.

**Roskill  
South  
Kindergarten**



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In November each year we host 'A Night of Sweet Treats.' Due to many requests we have created this opportunity for interested people to visit our centre, talk to teachers, and view documentation.