

Child/Group: **Eve**

Age/Age Range: **3.6 Years**

Date: **14/5/11**

Learning Story

Eve was discovered painting and printing her feet on a piece of paper. She had gone to the art cupboard and set up all the equipment required: blue and red paint to make purple, bucket, paint brush, paper and she had positioned herself near the fence to help her stand up after she had painted her foot and print on the paper.

She talked about the 3 prints she had already done: about a "little tiny one" and "the big one in the middle" and we talked about her toes (big and little). She then continued to paint and print her feet. She was very focused and printed another footprint.

She was concerned about the mess but once I reassured her it would clean off and what she was doing was much more important, she was happy to keep going.

She had to "paint in the middle" then I discussed the different colour purples she had printed earlier. "Bluey-Purple" and then eve said Brown. I explained I think that colour was maroon. Eve then repeated "Colour Maroon".

Eve then started painting over her prints, joining them all together and the picture was done and we started on clean up.

Was the experience: planned intentional teaching
spontaneous learning /teaching?

Was the child confident and actively engaged during the experience? Yes No

How was this observed? (Example comments: child showed prior knowledge, suited child's learning style, child feels safe and secure to try new things, was unsure and reluctant, needed support and guidance, happy or frustrated during experience)

Eve felt secure and confident enough to set up her own learning experience and was very focused. She need support with regards to making a mess but was confident doing the experience.

Did the child play alone or interact with others during the experience?

Eve did not interact with other children and was quite happy working alone.

Did the child have opportunities to extend their own play by adding resources or information/knowledge to the experience?

As Eve set up the whole experience, she confidently collected all the equipment required to support and extend her own learning.

Outcome 1: have strong sense of identity.

- feel safe, secure, and supported.
- develop their emerging autonomy, inter-dependence, resilience and sense of agency.
- develop knowledgeable and confident self identities.
- learn to interact in relation to others with care, empathy and respect.

Outcome 2: are connected with & contribute to their world.

- develop sense of belonging to groups and communities.
- respond to diversity with respect.
- become aware of fairness.
- are socially responsible and respect the environment.

Outcome 3: have strong sense of wellbeing

- become strong socially and emotionally.
- are more responsible for their health and physical wellbeing.

Outcome 4: are confident and involved learners

- develop dispositions for learning.
- develop a range of skills and processes.
- transfer and adapt what they have learned.
- resource their learning through connecting with the world.

Outcome: 5: are effective communicators

- interact verbally and non-verbally.
- engage with a range and gain meaning from text.
- express ideas and make meaning using a range of media.
- begin to understand how symbols and pattern systems work.
- use information and communication technologies.

How did the Educator support/extend learning during the experience?

Encouraged Eve to continue what she was doing.
Put her mind at rest about making mess, what she was doing was more important.
Introduced the word "Maroon"
Discussed big and little

What next? (future planning)

- do foot printing on mural paper along the ground
- show how spray painting can create a different type of print (negative or shadow)
- do colour mixing with primary colours and pallets

Child/Children's comments

- Eve confidently used the positional word "middle" showing great comprehension