

# CELEBRATING LEARNING STORIES CONFERENCE

## He Hui Whakatairanga



pedagogy  
Āhutanga  
Ako



pathways  
Ngā  
Ara



progress  
Te Ahu  
Whakamua

**Saturday 5 March 2022, 9:00am – 4:00pm**

SIR PAUL REEVES WG BUILDING, AUT, 2 GOVERNOR FITZROY PLACE, AUCKLAND

PRICE \$200.00 PER TEACHER

*Accommodation deals available: Email [admin@elp.co.nz](mailto:admin@elp.co.nz) for more info*



Our Keynote speakers for this year are Emeritus Professor Margaret Carr & Emeritus Professor Helen May, as original writers of Te Whāriki (1996) and Dr Lesley Rameka and Brenda Soutar, as writers engaged in Te Whāriki (2017). This will be a fabulous opportunity for all kaiako to connect with the past and present, and consider our role in the futures of children's learning lives. The keynote speakers will address the issue surrounding Te Whāriki; pedagogy, pathways and progress, and what this might mean for assessment as we move forward in the 21st century. We also have a range of 20 fantastic workshops to choose from!

*“As global citizens in a rapidly changing and increasingly connected world, children need to be adaptive, creative and resilient. They need to learn ‘how to learn’ so that they can engage with new contexts, opportunities and challenges with optimism and resourcefulness. For these reasons, Te Whāriki emphasises the development of knowledge, skills, attitudes and dispositions that support lifelong learning.” Te Whāriki English version (2017 p.7)*

### Programme:

8:00-9:00 Registration

9:00-9:15 Mihi whakatau

9:15-10:15 Keynote Presentation

10:15-10:45 Morning tea

10:45-12:15 Workshop Session One

12:15-1:15 Lunch

1:15-2:45 Workshop Session Two

2:45-3:45 Second Keynote Presentation

3:45-4:00 Poroporoaki

**Cancellation Policy:** We acknowledge these are uncertain times. Should we have to cancel or postpone this event for any reason we will refund your full registration cost. Please note the usual cancellation policy applies should you cancel your individual registration.

WORKSHOP OPTIONS OVERLEAF

## SESSION ONE WORKSHOP OPTIONS

*Attendees can select a 1st and 2nd choice when registering for each session. This is because workshops fill up quickly and your first choice may not be available.*



### **Workshop 1: Key Elements of a Learning Story**

**Presented by Christine Bailey, Ferndale Kindergarten**

*Mā te ahurei o te tamaiti e ārahi i ā tātou mahi*

*Let the uniqueness of the child guide our work.*

Yes there are key elements to a learning story - sometimes even techniques that we grow as part of our teaching journey. How can we document children's learning in a way that the uniqueness of children's guides our work? We have found Learning Stories fit the bill! In this workshop we will look at the key

elements of a Learning Story, including: how to find the "story" using narrative, finding your voice as a writer, including children and whānau, and making your stories fun to read and write. But wait there's more... we will be exploring Learning Stories as a philosophy for documenting children's learning and growing our teaching practice. In this space we get to find the learner and the teacher.

**About Christine:** I have been a Kaiako/teacher in Early Childhood education for over 35 years. During this time I have worked in a variety of ECE settings. For the past 25 years I have worked in Kindergartens in Tamaki Makaurau. I was head teacher at Pt Chevalier Kindergarten for eleven years and have been in my current position as head teacher at Ferndale Kindergarten for the past four and a half years. During this time I have been inspired by the communities I have been privileged to have worked with. In implementing Te Whāriki over the years I have come to know this rich, dynamic and exciting curriculum document. The wisdom behind this document has guided me not only through my teaching practice but in my everyday life as I work and learn and grow alongside others.



### **Workshop 2: Restoring our relationship to the ancestral wisdom and matauranga of ngā pūrakau Māori**

**Presented by Maria Sydney, Educational Leadership Project**

In this waananga we will explore pūrakau Māori and draw ancestral wisdom from these narratives to deepen our own connection to story telling.

Matauranga Māori will be woven throughout the waananga to give kaiako practical examples of how through story telling - mana, tino rangatirantanga

and kaitiakitanga can be upheld for tamariki, whanau, kaiako and the wider communities.

Connections will be made between learning stories and how we effectively weave the richness of identity, language and culture into our narrative assessments and beyond.

**About Maria:** He uri tēnei no Tainui, no Ngaiterangi, no Ngāti Ranginui. I whanau au I Tauranga moana, I tipu ake au i Waihi Beach ēngari, kei te noho au i Tāmaki Makaurau inaianei. He kaiako au. He ākongā au. He kaihautū au ki Educational Leadership Project. No reira tēna rā koutou kātoa.

There is an extensively rich whakapapa and wealth of knowledge that existed in pre-colonial Aotearoa. Māori used this mātauranga to navigate their entire world and in doing so thrived for centuries pre-colonisation. Over time there have been significant and detrimental effects that have caused a deep displacement and an undervaluing of this mātauranga Māori. I am passionate about creating spaces to restore this mātauranga Māori and elevate the voices of Māori as tāngata whenua.



### **Workshop 3: A Braided River: Learning Stories as powerful assessment documentation for children of all ages**

Presented by Julie Killick, Chelsea Kindergarten & Amanda Douglas, Chelsea Primary School

This workshop will be co presented by Julie Killick, Head teacher of Chelsea Kindergarten, and Amanda Douglas, Principal of Chelsea Primary School. We will share the story of our collaboration and how writing Learning Stories has impacted our teacher practice, pedagogy and programme in our Kindergarten, Primary school and beyond.



**About Julie:** Julie has been a Kindergarten teacher since the early eighties. For about fourteen years during that period she has worked in adult education, including six years as a facilitator with ELP. She has been Head Teacher at Chelsea Kindergarten for the past 5 years. Julie is wildly passionate about teaching, and writing Learning Stories is a big love.

**About Amanda:** It is such a privilege to lead the team at Chelsea. I am surrounded by learners, both big and small, who never fail to inspire me daily. I love the diversity at Chelsea, and it is great to showcase and celebrate who we are through many different layers of the curriculum. From academics, to sports, the arts and culture, our learners shine. I believe that we must meet every child where they are, to partner with each and every family so that we can share our knowledge in order to support and challenge our kids to grow into great people who love the lives they are living.

### **Workshop 4: The curriculum is love and the child is the teacher**

Presented by Lynn Rupe, Educational Leadership Project



Finding ways to ensure that our hearts are in tune with the hearts and minds of children. What does curriculum design look like when we let the children lead the subtle dance of learning? Are you burdened with the paper, the paper, the paper? Let's have a conversation about how we can free our hearts and minds from the paper work and move into a space that is all about connection.

**About Lynn:** Lynn is particularly passionate about community and relationships with the view that assessment, especially Learning Stories, can bring about a deeper connectedness between those within the early childhood community. Lynn knows that research shows that collaboration between the parent, the child and the teacher creates a multiple perspective of the early childhood setting - which allows for deeper, more meaningful learning for all involved, and endeavours to instil this notion of multiple perspectives into her own practice and the practice of others.

### **Workshop 5: The Curious Kiwis Foundation Classroom. A Te Whāriki Approach**

Presented by Karen Fowler, Te Puke Primary School Foundation Class



Te Whariki lays the foundation for all that we do in our Curious Kiwi Classroom. This is a space where relationships are valued and nurtured, children are empowered, and learning happens in every moment, as children make choices about how and where they will learn. This often looks and sounds like play!

In our classroom teachers, whānau and children are being challenged to see learning through the lens of Te Whāriki, with the benefit of knowledge that comes from neuroscience research and

understandings around how children learn best. Learning Stories have been a valuable tool to engage the learning community and to make the valued learning visible to all.

Using Learning Stories allows us to highlight the important learning we see happening all around us as our wonderful, creative, thoughtful and powerful tamariki drive their own learning, make discoveries and construct working theories about the world around them. In this workshop we will share some of the exciting learning that happens when kaiako and tamariki are free to learn in ways that suit them best.

**About Karen:** Karen Fowler is a teacher in the Curious Kiwis Foundation Classroom at Te Puke Primary School. She is an experienced teacher with an Early Childhood teaching career spanning 20 years, including many inspiring years, learning alongside children at Greerton Early Learning Centre. Learning Stories and the support of ELP have had a big influence on her learning journey throughout her career. Karen has had a growing interest in the early years of primary school since her son started school in 2014, often imagining how learning might look if early childhood philosophy was to blend fluidly with children's early primary experiences. The foundation class has given her an opportunity to explore new ways of learning and promote the notion of children as capable and competent.



### **Workshop 6: Tūngia te ururua kia tupu whakaritorito Te tupu o te harakeke | Clear away the overgrowing bush so that the new flax shoots will spring up.**

**Presented by Carol Marks, Educational Leadership Project**

He Māpuna te tamaiti uses harakeke as an underpinning metaphor. The harakeke plant symbolises the whanau, with mokopuna at the centre. The mokopuna are loved, protected and supported by mātua, tipuna and the wider hapū and iwi. Every learning service is a whānau. The wellbeing of the mokopuna is at its heart. What are the practices and strategies recommended in He Māpuna te tamaiti that emerge from the foundation of Te Whāriki. Embedded also in the heart of the harakeke plant are our Learning Stories, acknowledging their unique cultural capital and enhancing the mana, agency and uniqueness of tamariki.

**About Carol:** In her role as Professional Learning Facilitator for ELP Carol has worked alongside teachers to strengthen learning environments and practice through deepening understanding of internal evaluation and assessment and planning. This assessment, using Learning Stories helps build relationships and connectedness within learning communities and recognises the important role that all people within learning communities play, to build meaningful learning for children, parents and teachers.



### **Workshop 7: Leaders for the future**

**Presented by Ene Tapusoa, A'oga Fa'a Samoa, Auckland**

*E au i le tau ola, e au i le fagota | If you follow and learn from the navigator, then one day you will also become the navigator.*

The A'oga Fa'a Samoa was part of a three-year Teacher-led Innovation Fund from the Ministry of Education. We would like to share the findings of this research, which has grown future digital leaders in both the staff and the children at the A'oga Fa'a Samoa. The inquiry question was: *'How can teachers at the A'oga Fa'a Samoa initiate learning through the use of digital technology so that Samoan language can be extended, understood and used by children and families?'* This presentation will share how the children and staff developed and changed the way they relate to each other. "The use of the digital devices provided unlimited opportunities, and our work with children has resulted in a positive

ripple effect not only for those involved but to the wider community and beyond". (teacher reflection).

Workshop participants will explore the uses of QR Codes and how through initiating these teachers can share how these could be used in their own centres . How can these be used meaningfully to engage, parents, children and teachers? Teachers will share their community dissemination of the inquiry and future aspirations.

**About Ene:** Ene is a senior educator at the A'oga Fa'a Samoa. She has a graduate diploma in bilingual education and is passionate in promoting this to others. Ene was the key teacher involved with the action research for the Centre of Innovation and took an active part in the Focus Group. Ene was on the Advisory Group for the teachers' council and was the Pasifika representative on the Te Tari Puna Ora o Aotearoa National Council.



### **Workshop 8: Answering the call to courage: Honouring the divine child through story**

**Presented by Lia Hockly, Old Macdonald's Rural Education & Care**

Carla Rinaldi so beautifully describes documentation as "an act of love". I would also add: an incredible privilege and great responsibility. But is this what is being reflected in our Learning Stories? Do our Learning Stories say "you are divine and it is a privilege to know you"? As a paakeha kaiako working in mainstream education, I have often grappled with how I can meaningfully, and authentically, honour the unique spirit of each and every child I have the privilege of walking alongside. I want to share with you just how transformational Learning Stories have been in this journey and explore how we can all adventure deeper with our writing, becoming courageous and powerful storytellers.

**About Lia:** Lia will speak to the practices that she and her team have developed over time and through collaboration and deeply thoughtful conversations and how her own teaching and learning has grown and developed through experiences such as partnering whānau and reflective narrative assessment.



### **Workshop 9: Portfolios: Progress with purpose**

**Presented by Wendy Lee, Educational Leadership Project**

Portfolios are an ideal opportunity to make learning progress visible not only to mokopuna, but to the wider whānau and kaiako. Portfolios of children's learning in ECE document the ways in which kaiako and whānau co-construct unique tracks through the very complex, interesting and interwoven learning environments of people, places and tasks over time. They illuminate learning for all, and strengthen connections between the setting and the wider ECE community. In this way, the ECE setting can use Learning Stories to provide mokopuna and whānau with documented evidence of lifelong learners, who willingly engage with new contexts, opportunities and challenges with both optimism and resourcefulness, as stated inside Te Whāriki. The portfolio demonstrates the opportunities for mokopuna to set their own goals and illustrates both the development of children's desire to learn and their joy of learning. It is from this that they become lifelong learners. We hope this workshop will be an opportunity to explore and interrogate the richness and depth of a variety of documentation that a tamariki portfolio might contain to enrich this journey of learning.

**About Wendy:** Wendy Lee is the director of Educational Leadership Project (ELP) Ltd. She has over 50 years of experience in ECE. Wendy's strong belief in life-long education, social equity and

the key role of the ECE sector in achieving this, led to collaboration with Emeritus Professor Margaret Carr over a range of ECE research projects emanating from Te Whāriki. These included co-directorship of the National ECE Assessment and Learning Exemplar project. Her determination to provide all ECE kaiako with practical tools that are deeply embedded in the principles of Te Whāriki is reflected in the development and application of Learning Stories for both assessment and professional learning. This focus has resulted in a growing, global interest in the application and adoption of Learning Stories.



**Workshop 10: Infant and Toddlers: Caregiving as Curriculum**  
Presented by Ania Wojcikowski and Gemma McAuley, The Learning Centre



Our pedagogical approach at The Learning Centre is predicated on the holistic development of our tamariki, and the notion that it is only once a child's basic needs have been met that they are then content to play and freely explore their environment. Thus it is our belief that caregiving moments aren't stopgaps in learning, rather they are rich with learning opportunities and outcomes. Some of our most intentional and attuned interactions with our infants and toddlers take place when we are supporting and empowering them to care for their bodies at nappy changes and toileting, meal times, sleep and rest. In this workshop we will explore ways in which capturing caregiving moments through learning stories can benefit ākonga, whānau and kaiako.

**About Ania:** Ania is the Centre Manager at The Learning Centre™ in Auckland and recently completed her training, to become a RIE® Associate. Ania is passionate about seeing Magda Gerber's Educaring™ Approach in action working alongside kaiako, children and whānau. Ania is also a member of The New Zealand Infant and Toddler Consortium and enjoys sharing this work with interested adults.

**About Gemma:** Gemma gained her Graduate Diploma in Teaching ECE in 2010, and is a fully certificated kaiako. In January 2019 she joined the TLC whānau alongside her son Henry, and during this time has worked as a key kaiako in a continuity of care cycle and has completed the RIE® Foundations: Theory and Observation™ training.

## SESSION TWO WORKSHOP OPTIONS



### Workshop 11: Mathematics as a landscape: mapping maths learning and teaching in early childhood education

Presented by Emeritus Professor Margaret Carr and Dr Jane McChesney

This workshop will explore the ways in which Learning Stories can:

- illustrate examples of purposeful activities and problems that provide opportunities for children to be mathematicians
- recognise and document progress over time in young children's mathematical enjoyment, understanding, and skill.

**About Margaret:** Margaret has been a key influencer of early childhood education in New Zealand, driving the national early childhood curriculum Te Whāriki, developing new forms of assessment, and leading research across the sector. She also advised on the 2017 revision of the document. Margaret's seminal work on Learning Stories was first published by SAGE in 2001, and this widely acclaimed approach to assessment has since gained a huge international following.

**About Jane:** My research interests are in mathematics education and initial/pre-service teacher education. In maths education I explore classroom experiences of students, particularly in the years 7-10 (11 to 14 year olds). My theoretical perspective is that classroom activity is distributed over three domains: classroom social norms, mathematical tools including representations, and social interaction. Recently I have co-researched with early childhood and Year 1 teachers in a Ministry of Education project exploring connecting mathematical practices across early childhood and the first years of primary school.



### Workshop 12: Titiro whakamuri kia anga whakamua | Looking to the past to prepare for the future

Presented by Leanne Clayton, Te Kōhunga Reo o Mana Tamariki

We will be sharing our research on how to better support kaiako in the delivery of bicultural programmes through sharing knowledge and understandings of Te Ao Māori, and associated tikanga, attitudes, skills, values and behaviours that are derived from the exploration of the concepts of mana and kaitiakitanga. It will provide access to deeper understandings of curriculum content and practices related to mana and kaitiakitanga that will include; examples of mana and kaitiakitanga in practice; voices of, whanau, kaumātua and Māori leaders; and kaiako voices on how best to support mana and kaitiakitanga in ECE. Through growing pedagogical expertise, kaiako confidence and competence to reflect tikanga Māori in everyday practice.

**About Leanne:** Leanne is Te Āti Awa and Ngāti Rārua. She is a leader at Mana Tamariki and works in kohanga and school. Leanne has three children who all attend school at Mana Tamariki. Leanne and her children speak Māori only to each other and are committed to language and cultural maintenance within their wider whānau. Leanne is the lead kaiako for the Mana Tamariki Marsden Research Project 2014 – 2017.



### Workshop 13: Learning Stories that Empower

Presented by Melissa Osmond, Greerton Early Learning Centre

There is a beautiful whakatauākī written by Timoti Kāretu, that says...  
Ko te reo kia tika, ko te reo kia rere, ko te reo kia Maori  
Let the language be correct, let the language flow, let the language be Māori.

Language gives us identity; identity gives us power; with empowerment language can be protected. In ECE it is essential that we hold true to these values, ensuring that our 'language of learning' continues to empower ākoranga, kaiako and whānau, lifting us up collectively and growing our competence as a community.

This workshop will follow the path of three Learning Stories embedded with te reo and tikanga, that have taken both myself and the learning community at Greerton Early Learning Centre on a journey of growth that is shifting our practice exponentially. These learning stories, written in connection with my individual teacher inquiry, have contributed to our centre wide internal evaluation, provide evidence of my commitment to the Teaching Council Code and Standards, and empower ākonga and their whānau to participate in growing our local curriculum. Bring along a Learning Story that you would like to work on and this practical workshop will help you to make sure your assessment is so robust that it transforms your teaching and learning practices.

**About Melissa:** Working with kaiako is an honour and privilege in every regard. I find that 'teachers teaching teachers' is a refreshing and innovative method of passing on and sharing wise teaching and learning practice. Over the years I have far surpassed my own expectations as to how much I would enjoy teaching young children. I value sharing my passion with other teams of teachers and sharing my journey as it continues.



### Workshop 14: Stories of Interest: The big story!

Presented by Karen Ramsey, Roskill South Kindergarten

How do you make visible the curriculum that you weave at your place? Stories of Interest (planning stories) is an approach that retrospectively documents group interests and tells 'the big story.' This documentation builds rich possibilities and opportunities that weave your own unique whāriki. In this workshop, I will share our journey of discovery as we searched for a planning framework that is respectful of following children's, families and teacher's interests, strengths and passions. We will look closely at how this documentation is responsive to children and contributes to the development of a leaderful learning community.

**About Karen:** Karen Ramsey is the Head Teacher at Roskill South Kindergarten and has been a part of this learning community since July 1997. In 2000, Karen participated in the Education Leadership Project professional development programme. The discovery of Learning Stories transformed Karen's teaching and learning practices, igniting her interest and passion for documenting children's learning. The Roskill South Kindergarten community has generously shared their stories with many, and Karen has disseminated and inspired teachers throughout New Zealand and beyond.



### Workshop 15: Leading Learning Stories in school

Presented by Tara O'Neill, Principal, Waitati School, Dunedin

As a Primary school teacher and now Principal, Learning Stories are an important part of my practice. They allow a platform to view learning in an organic way. Learning stories show what numbers can't. They share learner identity and the culture of a community. As teachers and leaders we are invited to step aside, observe and write about what we notice. Often stories are a slow conversation giving time for reflection from multiple lens. In this workshop

Tara will share stories (Nga Ara, pathways) of her journey as a teacher and a new Principal. How using this rich tool supports change and growth in learning for all. She will also discuss how you need courage to pursue them because time pressures and other assessments threaten to crowd them out. *He manoko te kōura i kore ai | Wishing for a crayfish won't bring it.*

**About Tara:** Tara is a first time Principal at Waitati Kura 15 minutes North of Dunedin. She has recently moved from Haeata Community Campus in Christchurch where she was a leader in a collaborative team in learning through play and projects. With her new team at Waitati Tara is enjoying the freedom to write across the Year 1-8 school and with and for students and teachers. Writing learning stories continue to support her leadership. Most people know Tara through the Learning Through Play Facebook page and her honest and challenging blogging and interesting Play Talks.



### Workshop 16: Infant and toddler learning journeys: Finding the golden thread

Presented by Anita Homewood, Educational Leadership Project

Infants and Toddlers are born ready to make sense of their world. In an environment where they can take the lead in their learning, they build on their image as 'competent and capable'. 'Ko Te Whāriki te mokopuna. Ko te mokopuna Te Whāriki': Te Whāriki is the child. The child is Te Whāriki' is a

beautiful image of the interconnectedness between the child and their learning. As kaiako, we capture this learning beautifully; our challenge is to find and to strengthen the 'golden threads' (R. Lawrence, 2002). We will look at what these golden threads might be for infants and toddlers, and how Learning Stories can support this.

**About Anita:** I have always been curious about making sense of my world and am constantly in awe of the way infants and toddlers are driven to do the same. I have been writing Learning Stories to capture this valuable learning for infants and toddlers for a number of years now.



### Workshop 17: Ko wai e ako ana? Who is learning? Learning stories for social change

Ko Emma Parangi te kaikawe korero. He uri tēnei nō NgaPuhi.

The role of the Kaiako as change agent has been around for decades and has never been more relevant than in the social, cultural and political climate of 2021. From the Black Lives Matter movement to Standing Rock, to Mauna Kea, to Gaza, to Ihumātao, to Pūtiki, BBIPOC (black, brown, indigenous, people of colour) across the world have been standing up and saying we will no longer be held down by the systems of oppression colonization has wrought upon our lands and communities for generations.

So, what does this mean for us in Aotearoa? What does this mean for us as Kaiako? What does this mean for our role as early childhood educators? This workshop will explore the potential of Learning Stories as an avenue for sharing whakaaro (ideas), mātauranga (ways of knowing), and tirohanga (perspectives).

As we work to co-create a safer world for our tamariki and mokopuna, the way forward will require challenging some long-held beliefs and assumptions. We have a unique opportunity as trusted members of our communities to share different ways of knowing and being through an accessible and safe medium.

This kōrero will focus on the Aotearoa context, specifically tangata whenua and te reo Māori me ōna tikanga.

**About Emma:** Emma has been an early childhood educator for 15 years. She currently manages two centres and provides mentoring for diverse teams of kaiako. As an educational leader she has led teams in centring Te Ao Māori through reconnection to indigenous epistemologies to develop philosophy, pedagogy and practice that is authentically responsive to cultural context.



### **Workshop 18: The art of short Learning Stories**

**Presented by Catalina Thompson, Greerton Early Learning Centre**

Learning stories are an assessment tool we use to “make visible a child’s mana, power, spirit and interests in a way that no one can miss.” (Wendy Lee). Our professional responsibility is to build strong learning identities and nurture te āhuatanga o te tamaiti/the learning child. With that in mind, is it possible to write empowering learning stories contained inside the margins of one page?

**ABSOLUTELY!** Iti te matakahi, pangāia ki te tōtara pakaru ai | The wedge may be small but it will split the greatest tōtara.

Sometimes, the fewest of words can make the biggest of impact. In this workshop we shall unpack ways of writing transformative learning stories one page long that honour the principles, strands and learning outcomes of Te Whāriki and do not compromise the quality of assessment.

**About Catalina:** I have a Bachelor of Teacher and a Postgraduate Certificate in Early Years and Primary from London Metropolitan University. Although my professional career started in England, in primary education, it is the early childhood that has given true meaning to my professional identity. For the past eight years, Greerton Early Learning Centre has been my ‘home away from home’, a place I feel empowered to learn and grow alongside a wonderful, diverse community.



### **Workshop 19: What does progress look like in a complex world?**

**Presented by Lorraine Sands, with teachers from Greerton Early Learning Centre**

Te Whāriki is centred on the complexity of the weave, particularly as we analyse children’s learning and consider how we might track children’s progress and think how, as a community, to stretch this learning further. This means embedding these processes into our culture of ako, our learning and

teaching. Thoughtfully written learning stories, when shared with children, whānau and teachers, give us a shared understanding of how we might strengthen our learning focused cultures and ways we can design our environments for learning to underpin our responsiveness to children’s passions, interests and energies. The Greerton Early Learning Centre teachers will share learning stories as a practical face for this kind of possibility thinking.

**About Lorraine:** Lorraine Sands is a Professional Learning Facilitator at Educational Leadership Project. In this role she works alongside teachers in a wide range of early childhood settings, particularly to strengthen teaching teams' pedagogical engagement with the principles, strands and goals of Te Whāriki, and to be able to measure their effectiveness through Internal Evaluation, embedded in inquiry research. She supports teachers to use thoughtfully constructed Learning Stories to track children's learning in ways that contribute to their identities as life long learners. She has written many journal articles focused on strategies to nurture children's identities as capable, confident learners in action, fully immersed in play.



## **Workshop 20: How primary school teachers are using Learning Stories as formative assessment practice to enhance learning**

**Presented by Amanda King, Oropi School**

As primary school teachers increasingly embrace play-based pedagogy in their classrooms, some are looking for appropriate assessment methodologies that align with their practice. Learning Stories provide a framework for teachers to build partnerships with children and their whānau, formatively assess children's learning and illustrate learner progress (Carr & Lee, 2019). I share my research investigating how the strengths-based approach of Learning Stories provides effective assessment tools for teachers that align with their play-based teaching practice, while supporting teachers to "identify and respond to ākonga strengths, progress, needs, and ākonga and whānau aspirations" (NELP Obj 1/2, MoE, 2020).

**About Amanda:** Amanda King has been working alongside her colleagues, teaching in a Learning Through Play environment at Oropi School, Tauranga, for the past eight years. Amanda is primary-trained, but spent time in Playcentre while her children were young, where she gained knowledge in the use of Learning Stories to show the rich learning that occurs during play. Amanda is loving the seamless transition they offer between early childhood education and primary school for their learners.



