

KANOHI KI TE KANOHI

'FACE TO FACE'

August/September 2012
Nā Sue



Breeze, your kanohi is wonderfully expressive. You can tell a story just by moving your face into lots of different shapes and patterns. We call these expressions. What a fabulous skill!

Breeze you take particular notice of faces and what they are telling you—and you try out many of those faces for yourself too. Fleur put up some photos of pēpi on our walls. You found these very interesting Breeze. There are photos of babies being happy, sad, having a bath, eating kai, sleeping and playing. One day I noticed you looking intently at these photos Breeze. When I went over you pointed to the pēpi eating kai. You then mimed the actions of eating kai yourself with a pretend spoon before reaching out to feed me with a pretend spoon. At other times I have seen you take the photos off the walls and study them, moving your face to match the face in the image. You use lots of facial expressions when you talk with us Breeze. You are generally able to get your point across so easily by combining gestures, words AND your expressive face. When your Mum comes to pick you up at the end of the day Breeze, you climb up for a cuddle with her. Your Mum is very funny and pulls lots of faces that you copy. What a lovely way for you both to reconnect as you look into each others faces and mirror what you see.



He pai kai e kore e roa te tirohanga,
he pai kanohi e roa te tirohanga
Good food does not last long; a
pretty face is a sight that endures

WHAT MIGHT THIS STORY TELL US ABOUT BREEZE'S LEARNING?

Young children learn languages and literacies by actively participating in them in lots of different places—within their whānau and in other settings (such as kindergarten!) (Ministry of Education, 2009). Becoming competent with language and literacy is in part, about 'access and apprenticeship'. This means that to become competent, Breeze needs to be around people and places that give her opportunities to learn about language and literacy (this is the 'access'), and is surrounded by positive role models for language and literacy (she is like an 'apprentice', learning about language and literacy).

For example Lorraine, the positive role modelling you are giving, as you pull different faces for Breeze to copy, is providing both access and apprenticeship for her to understand about emotions and 'reading' peoples body language.

Ka rawe! What valuable skills for life!

This story is about Breeze 'doing' literacy—visual, emotional, non-verbal and social.

She is using literacy for a purpose, in a number of ways. She is:

- "reading" photographs and faces
- retelling a story
- connecting this story to her own life, and
- connecting with how your whānau "does" literacy by making links with the "funds of knowledge" from home.

These are skills and practices she will use over and over again in different and more complex ways as Breeze grows and develops. What a great start she is making!!

POSSIBLE NEXT STEPS...

We are planning to provide other stories that use pictures—magnet stories and board stories for Breeze to expand her 'story telling' abilities with, whilst continuing to provide opportunities to further explore facial expressions—on us, and through photographs.

Lorraine and whānau—your observations are so valuable for us, and a wonderful record for Breeze and you to look back on when she is older. Are there other occasions you notice Breeze's ability to 'read' situations and/or people?

