Around this time of year, when reflecting upon how far the children have come since the beginning of our journey, we notice that the seeds planted earlier have taken root and are now creating shoots of their own. In the snapshots of our days that make up our gallery, the children continue to amaze us with their discoveries, connections, and questions, which have led to a shift as they take off with their own ideas and creations.

The language of blocks is an easy area to read an example of this, but in no way is what the children doing an easy or simple task. On the contrary, their collaboration and co-construction are evidence of the complex thinking they make happen everyday through their play. Aside from the relationships of symmetry and balance, created by the properties of size, shape, and weight, the children also have to negotiate their ideas, read each other’s intent, and still manage to compose a structure that, unlike a collage of ideas, needs to work in tandem or otherwise collapse. The children in their wisdom often describe the concepts they are working on best. Here, the challenge of the moment is “stability.” “If you don’t build a stable structure, it’s going to fall.” J.K. And the inverse after it fell “that’s because the structure was unstable.” J.O.

Metaphors of the Season — evidence of thinking changing over time

As the children’s thinking of codes evolves, the language of the written mark to communicate a message, idea, representation, or clue helps us to see what is going on in the children’s minds as they translate their ideas onto paper. Whether it be encoding a message in a drawing or card to a friend, or decoding as they read marks in a book or process new information from their encounters with the environment—our third teacher, in the past few days we have noticed a heightened awareness in the children’s work by their own choice using various materials to create their own meaning with marks.

Our year together like the chalk drawing of a path above, becomes more elaborate with each twist and turn, and each detail added of the children’s day. This week, the rain showered us with more than blessings, offering us several opportunities to appreciate its properties of sound, touch, smell, shine, and movement—in essence the truth about its code. With it, we adults are reminded to look at the world through fresh eyes. As teachers we are lucky because we have the children right beside us to help us see, to show us how to slow down and take the time to experience, feel, and play. Through them we find patterns of growth, unexpected surprise, and the delight of discovery. We hope these images help you to see the work they do as more than just preschool play. Each child is in their own spot on this path, some running ahead, some stopping to sit and enjoy where they are for the moment just a little longer. The teachers move back and forth, keeping in their sight where we came from and where we are headed. Throughout our year the children’s thinking evolves like the changing of the seasons. Even in its subtle Hawai‘i way, we can tell the difference.

When it rains people go like this. -Z.R.

The code is the rain. Why is the water coming down?

It could be a baby rain or a big rain. - E.N.

When the clouds bang together the rain falls. -O.S.

Code about the drops. -V.L.

When it rains people go like this. -Z.R.

The rain drops are dots like a code. -L.H.

When the clouds bang together the rain falls. -O.S.

Codes about the drops. -V.L.