

Pedagogical Documentation

Workshop Slides

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Pedagogical Documentation

Is making
learning
visible ...



The Origin of the Term Pedagogical Documentation (Making Learning Visible)

Educators from Reggio Emilia make records of the teaching and learning that takes place and use the documentation as a tool for research.

This has come to be known as *pedagogical documentation* (Dahlberg, Moss, & Pence, 1999).

“Pedagogical documentation has its origins in the innovative and, today, world-famous municipal early childhood services in the Northern Italian city of Reggio Emilia” (Dahlberg & Moss, 2004, p. 6).

Pedagogical Documentation

Is one of six
pedagogical
approaches
from How
Does
Learning
Happen?

PEDAGOGICAL APPROACHES IN HDLH?

Pedagogical approaches and practices that work for young children are similar to strategies that work for learners of all ages, from infancy to adulthood.

**Responsive
relationships**

**Learning through
exploration, play,
and inquiry**

**Educators as co-
learners**

**Environment as
third teacher**

**Pedagogical
documentation**

**Reflective
practice and
collaborative
inquiry**

**PEDAGOGICAL APPROACHES ARE THE
TOOLS OF PEDAGOGICAL LEADERS**



Why observe
children,
materials,
spaces and
time closely?

**Pedagogical
documentation starts with
observation**



Observing intentionally

It takes time to really see children.

Being fully present opens the mind and the heart.

Observing with acute awareness increases possibility of seeing a child's ways of knowing and being (Fleet, Patterson & Robertson, 2017).

It is Time

To move past the “caption-like accountings of the play” ...
Liza, you had a fun time in the sand box today ...

To tell the stories that matter: the tender kindness.

To tell the story about what it means to be human (Pelo, 2018, p. 258).



- ◇ Document play encounters that are intriguing to the children and to you!
- ◇ Document children's stories about their world.

What should we document?

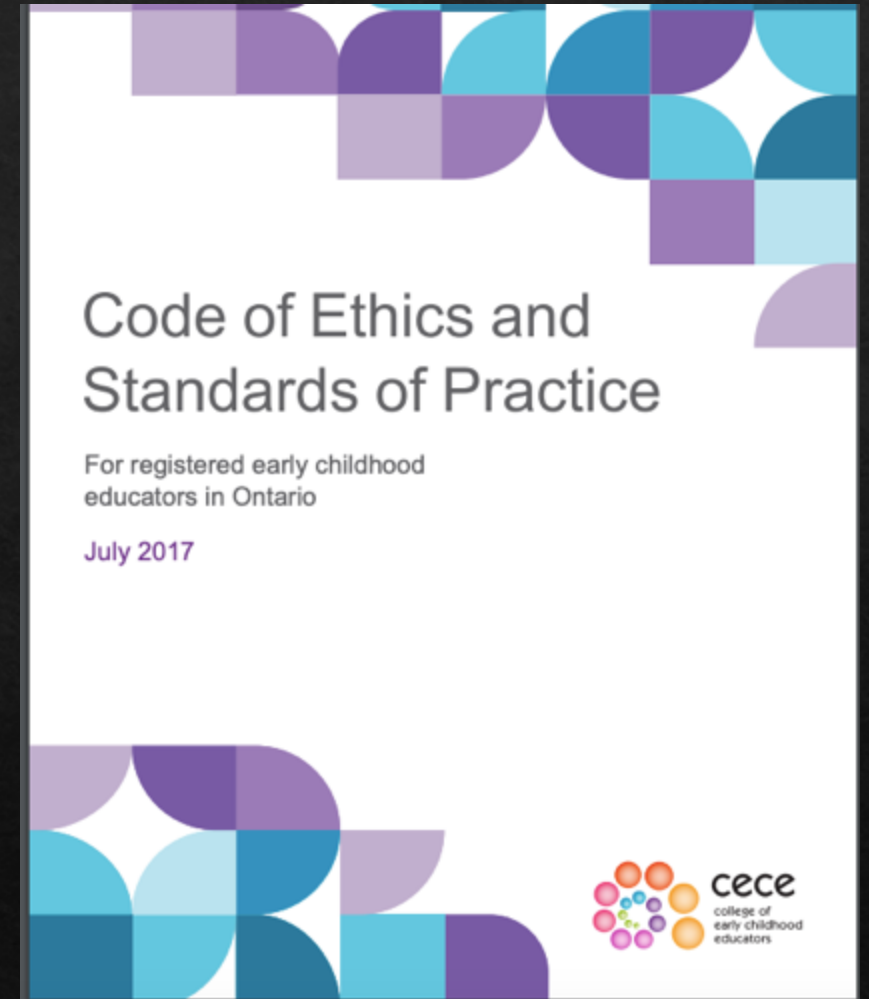
Pedagogical Documentation

Is a key
component of
the practice of
early childhood
education

Standard II: Curriculum and Pedagogy

A. Principle

Registered early childhood educators (RECEs) co-construct knowledge with children, families and colleagues. They draw from their professional knowledge of child development, learning theories and pedagogical and curriculum approaches to plan, implement, document and assess child-centred, inquiry and play-based learning experiences for children.



B. Knowledge

RECEs: 1. Are knowledgeable about child development theories and understand that children's development is integrated across multiple domains and within a variety of contexts and environments. 2. Are knowledgeable about current learning theories and pedagogical and curriculum approaches that are based on inclusion and inquiry and play-based learning. 3. Are knowledgeable about methods in observation, pedagogical documentation, planning, implementation and assessment in order to support children's individual and group learning experiences. 4. Understand that children are capable and enthusiastic learners with unique personalities, skills, and interests.

C. Practice

RECEs: 1. Observe children to identify individual and group needs and interests. 2. Collaborate with children to co-plan and implement a child-centred and play-based curriculum. 3. Use a variety of materials to intentionally create or adapt indoor and outdoor learning environments that support children's exploration and learning. 4. Respond to the uniqueness of individuals and groups of children. They identify appropriate strategies, access the necessary resources and design curriculum to ensure full participation of all children, taking into account ability, cultural and linguistic diversity and Indigenous identity. They provide all children with opportunities for engagement, exploration and expression. 5. Use technology and assistive technological tools as appropriate to support children's learning and development.

Coming to Terms with Terms

What is Pedagogical Documentation?

- ❖ A record and co-constructed process that captures and studies children's and teacher's thinking, theories, learning and humanness.
- ❖ A visible story of learning and being that builds over time and propels future curriculum possibilities.
- ❖ An outcome of teacher research.

What is Documentation?

- ❖ Materials (drawings, photos, audios, notes, videos, paintings etc.) that serve as a record of something.
- ❖ Data for your research!
- ❖ Documentation is not pedagogical until it used to develop curriculum possibilities.

HDLH? AND DOCUMENTATION

- ❖ It makes children's learning visible and the role that you play as an educator (think of yourself as a researcher).
- ❖ It supports reflection, collaboration and helps us co-plan for extended curriculum (HDLH? p. 21).
- ❖ The document, however, falls short on the “doing” of pedagogical documentation.



Seneca College, Newnham Labschool



Pedagogical documentation considerations

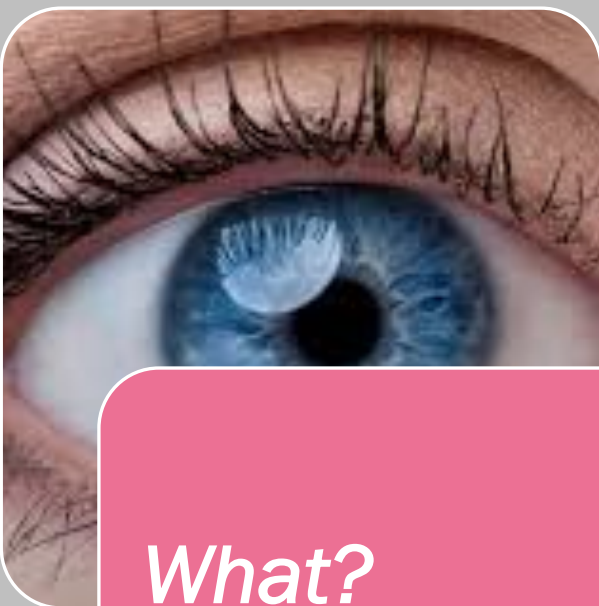
- Who is the documentation for?
- Who contributes to and shapes the processes involved?
- Who makes the decisions?
- How can we make it happen?
- Why should we make it happen?
- ◇ (Fleet et al, 2015).

**A PROCESS for
creating
documentation**

What?

So What?

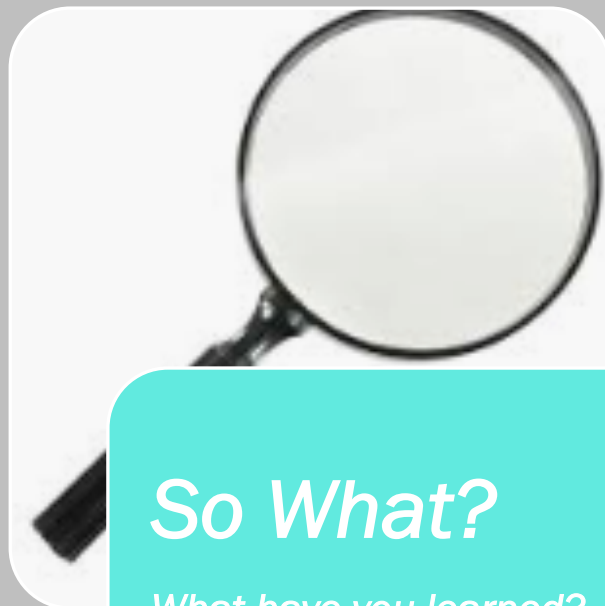
Now What?



What?

What happened?

This is an objective question about what you saw/heard.



So What?

What have you learned?

This is an interpretative question about how you relate what you saw/heard to learning (yours and the children's),



Now What?

How will you apply what you learned?

This is a decision question about where you will go next.

Pedagogical documentation

Requires a
change from
the status
quo



Many documented observations of children appear to be more about what they have done than about evidence of what they have learned, are learning or thinking.



It's much easier to see, hear and record what children are doing than what they are thinking and learning.



Displaying photos with brief captions is not pedagogical documentation.

Pedagogical Documentation

If pedagogy is the study of teaching and learning, and documentation serves as a record, then pedagogical documentation is the recording of the teaching and learning in a way that influences future teaching and learning

Diane Kashin

Questions for Reflection from How Does Learning Happen?



How are the children demonstrating that they are competent and capable of complex thinking?



How is the child's current approach to a problem different from an earlier response?



What questions and theories do you think the child has about the world around them?



How is the child going about finding answers to his/her questions or testing their theories?



How does the child form relationships with these materials and with others? (Ontario Ministry of Education, 2014, p. 22)



Pedagogical Documentation Requires Interactive Interpretation

- ◇ Be open to possible challenges and criticisms.
- ◇ The goal of the documentation process and interactive interpretation is to move beyond one person's perspective.
- ◇ The goal is to create dialogue rich in meaning and perspectives.

What data can you collect as part of the documentation process ?



Children's work – writing samples, 2D and 3D representations



Rough notes of observations/dialogue in journals, documentation books, post-it notes, etc.



Photographs, videos, audio recordings

Pedagogical Documentation

Has
multiple
benefits



Reflection



**Learning
about
Learning**



**Professional
Learning -
CPL!!**

Benefits to Educators



**Children
Recall and
Build on
Past
Experiences**

**Children
are Active
Participants**

**Family and
Community
Involvement**

Benefits to Children



**Support and
Education**



Communication



Transparency

Benefits to Families

Make Public your Thinking about Children's Thinking

To share with the children, their families, colleagues and the community so we can all connect to what it means to be human. It is bigger than what children are learning and what skills are progressing. It is about connection.

Thank you and Stay in Touch!

Email

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Professional Learning for Early Childhood Educators

Technology Rich Inquiry Based on Facebook and Wordpress

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Technology Rich Inquiry Based Research