

Pedagogical Documentation

Best practices in understanding what makes documentation pedagogical.

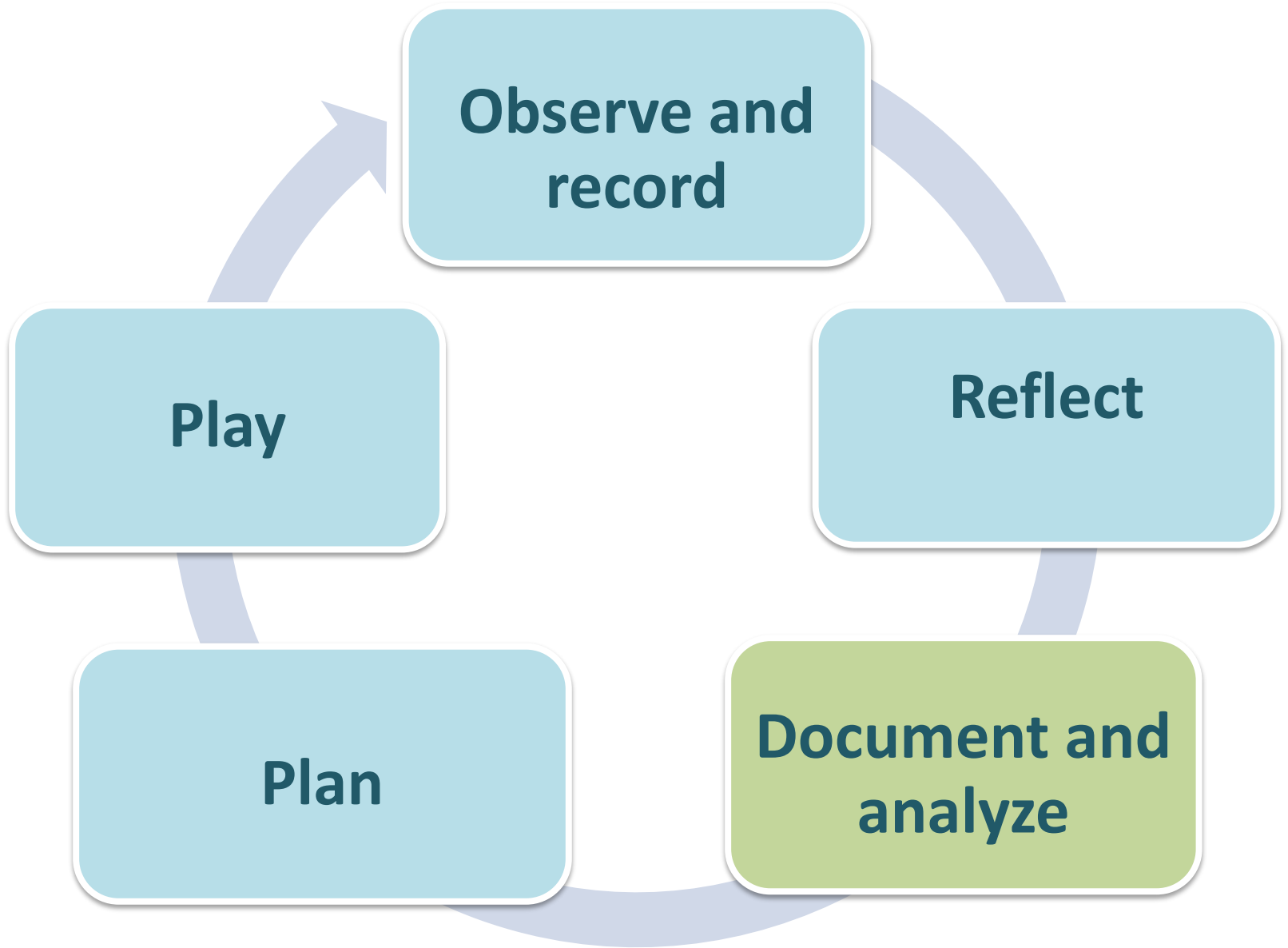
Today we will

- Look at pedagogical documentation from a couple of vantage points.
- Celebrate the progress being made at the program and community level.
- Invite you to consider where you/your team are on the journey.
- Ask you to be intentional moving forward in the design and development of a process of pedagogical documentation for your program.

Stages of Documenter Experience

Stage	Experience	Value
1. Deciding to document	Documenters ask, "What should I document?" They collect artwork from every child but at first tend to create busy bulletin boards with too much information. Concerned with equity, many include every item rather than being selective.	Documenters show pride in the children's work.
2. Exploring technology use	Documenters explore how to use equipment and photographs from various events and experiences. Most of the photos are displayed on bulletin boards or inserted in photo albums. The video clips are placed in slideshows or movies and shown to children and parents.	Documenters work hard to learn more about technology. They show pride in the children's actions by displaying photos and video clips.
3. Focusing on children's engagement	Documenters learn to photograph specific things and events with the intent of capturing a piece of the story of children engaged in learning.	Documenters become technologically competent and able to focus on important learning events and experiences.
4. Gathering information	Documenters title the photographs, events, and experiences and begin to write descriptions that tell the story of children's learning.	Documenters begin to connect children's actions and experiences.
5. Connecting and telling stories	Documenters combine work samples, photographs, descriptions, and miscellaneous information in support of the entire learning event. They tell the whole story with a beginning, middle, and an end, using supporting artifacts.	Documenters continue to use documentation artifacts to connect children's actions and experiences to curriculum and learning standards.
6. Documenting decision making	Documenters frame questions, reflect, assess, build theories, and meet learning standards, all with the support of documentation.	Documenters become reflective practitioners who document meaningful actions/events, explain why they are important, and push themselves and others to continue thinking about these experiences.

The Power of Documentation in the Early Childhood Classroom by
Hilary Seitz (*Young Children*, March 2008)



What does HDLH say about documentation? Page 21 & 22

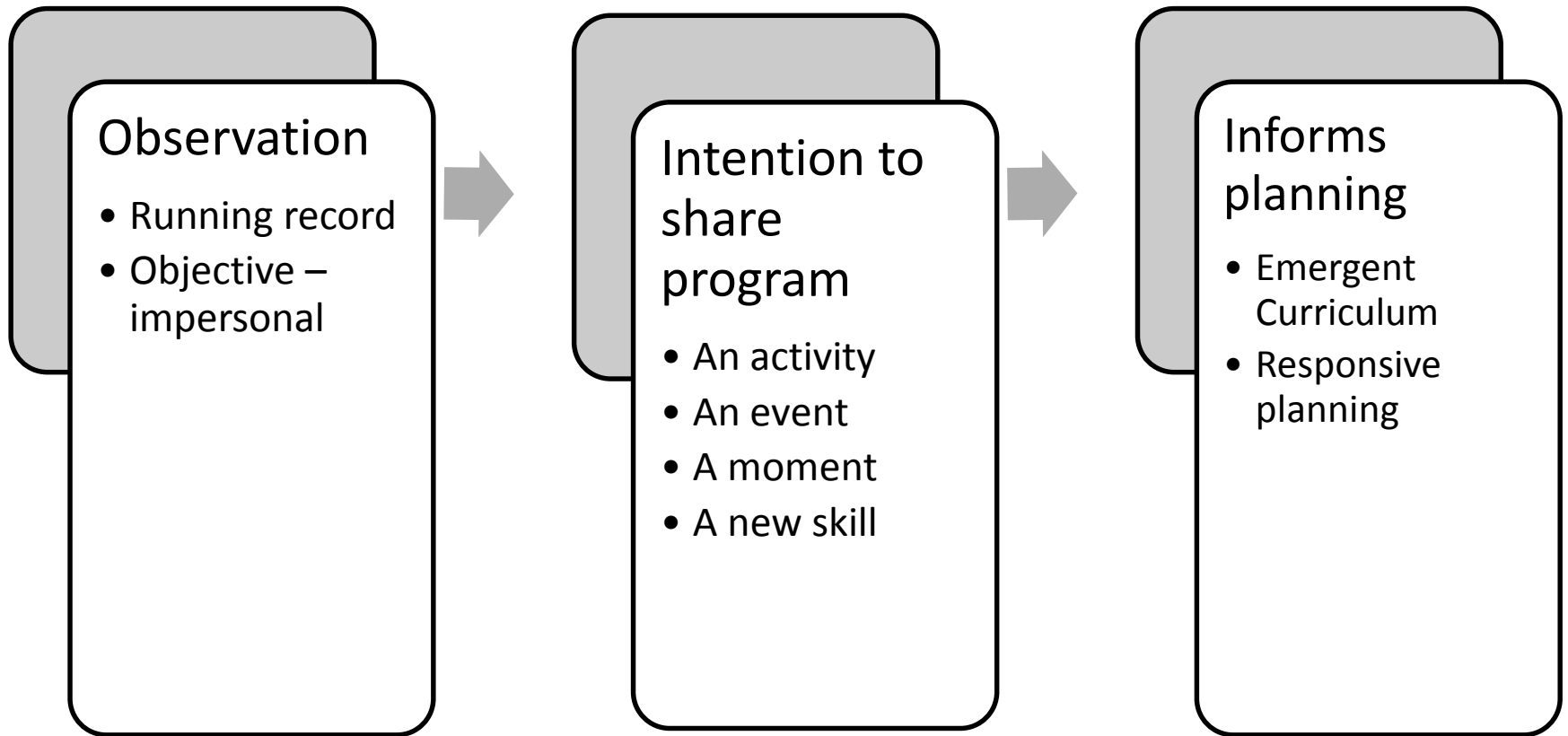
“Pedagogical documentation supports educators in both including child development in their view, but also looking beyond development to capture broader aspects of experience for reflection.” Carol Ann Wein, 2013

What else does HDLH say about documentation?

Page 21 & 22

- More than just recording events
- It is a means to learning about how children think and learn
- A way of listening to the 100 languages of children
- Make learning visible to others for interpretation
- Encourages educators to be co-learners alongside children and families
- Helps us to find meaning in what children do and what they experience

Learning to Document for Pedagogical Documentation



Making it Pedagogical

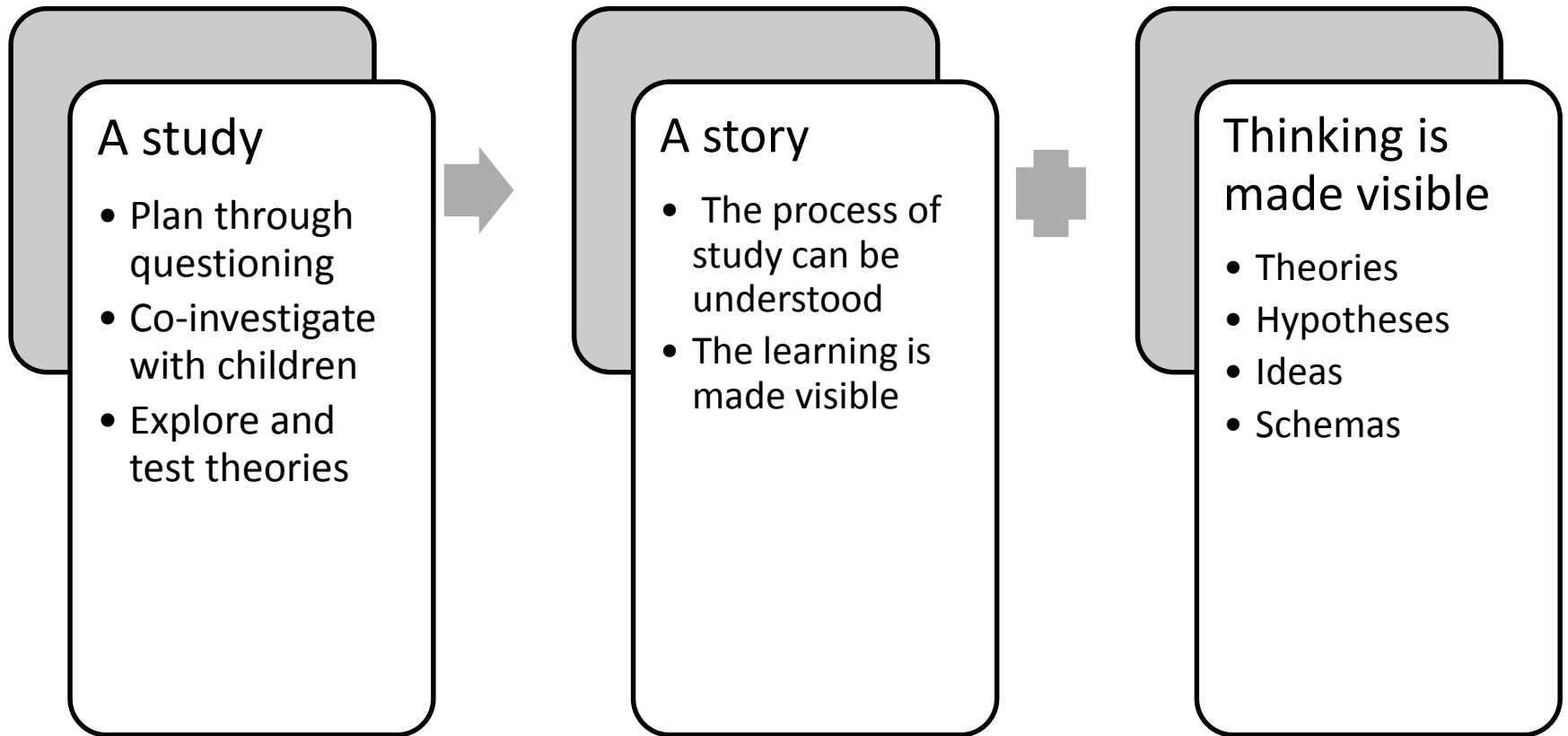


Table dialogue

- At your tables discuss the following:
 - Can you place your self/your team on the continuum of documenter experience? What has been most significant in your learning?
 - Think about the method(s) of documentation you are currently using. How does it/can it move you beyond reporting events and activities? How will you make it pedagogical?
 - What other considerations should be kept in mind moving forward?
 - Be prepared to report back to the large group.

Large group dialogue

- How did the task of seeing yourself/staff on the continuum go? What did you notice? Was it easy to identify where people are and possible next steps?
- Share 1 or 2 strategies that you discussed to support staff in making documentation pedagogical.
- What ideas did you have about moving forward?

Moving Forward

- Think about how you define pedagogical documentation for your organization.
- What artifacts or evidence will be included?
 - For example children’s work, observations, learning stories, charting, individual portfolios, project books, photos, video...
- Are there basic elements you want included in documentation? (for consistency not prescription)
 - For example the date, children’s names, educators names, a title...
 - How will you be intentional in your design?
- What technology will you use/do you want to learn more about?
 - If you are using an app does it help you move beyond sharing information? How will you ensure that documentation is informing future planning?

Moving Forward

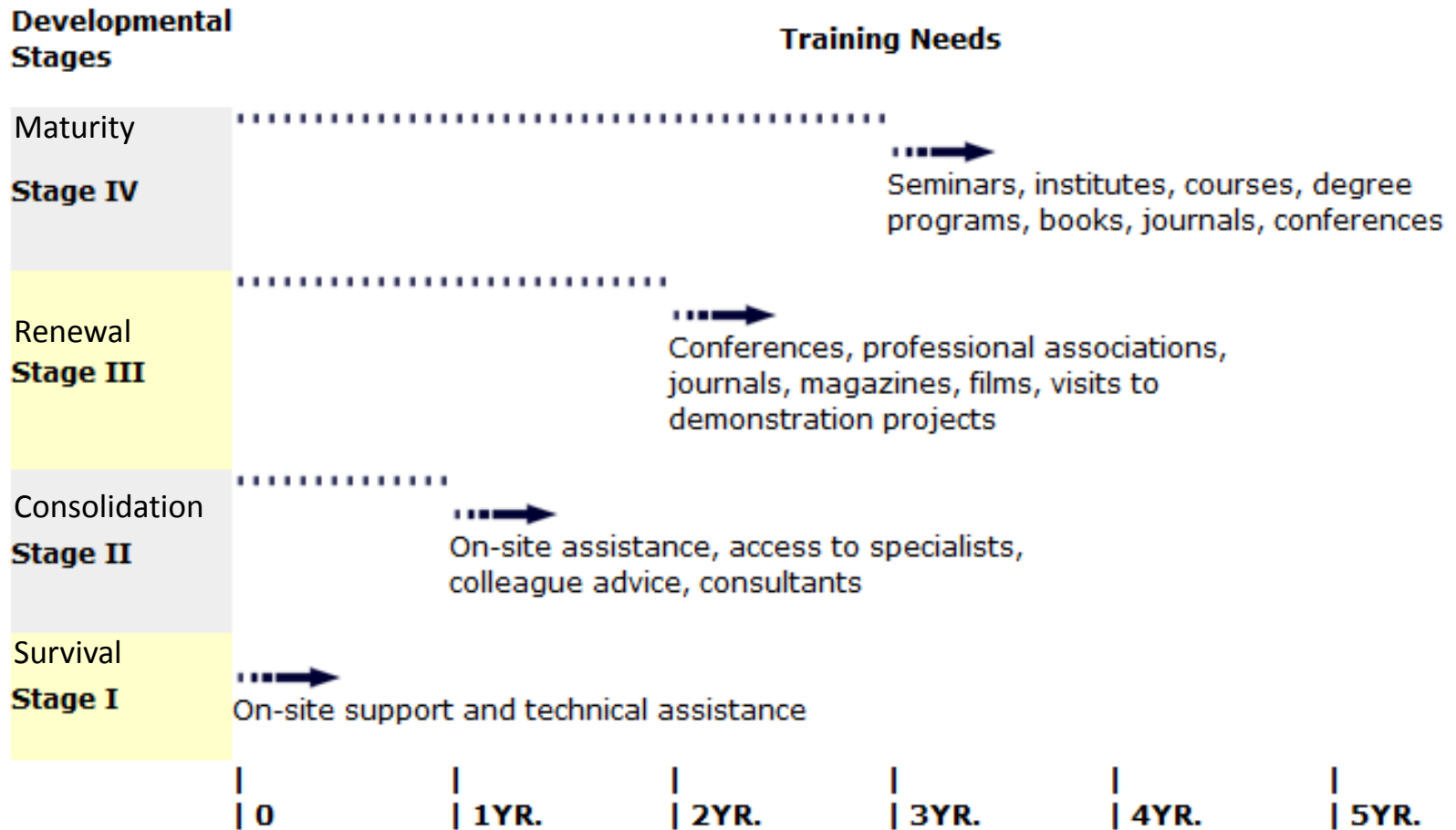


Figure 1. Stages of Development and Training Needs of Preschool Teachers.

Pedagogical Leadership

Think Feel Act, page 16-20

Anne Marie Coughlin and Lorrie Baird
offer us this:

“Pedagogical leadership requires us to re-think the way we work and learn together with other adults. A pedagogical leader nurtures dispositions that are useful for educators in their daily practice.”

Recruitment and Retention

- A trending conversation, particularly related to RECE Supply Staff.
- Some operators have responded creatively. Examples: Programs with B&A programs; retaining an additional float on a guarantee of at “X” hours per week minimum, etc.
- As a community there may be untapped opportunities to partner.

Discussion

- Share strategies at your table.
- Generate a solution.