LIFTING LEARNING: DOCUMENTATION

Dr. Lyn Vause, Dr. Linda Cameron

Preface

Prayer for Kindergarten

Blessed are you who take the time to listen, for you help me to know that if I persevere, I can be understood.

Blessed are you who never bid me to "hurry up" or take my tasks and do them for me for often I need time rather than help.

Blessed are you who stand beside me as I enter new and untried ventures for my failure will be outweighed by the times I surprise myself and you.

Blessed are you who ask for my help, for my greatest need is to be needed.

Blessed are you who understand that it is difficult for me to put my thoughts into words.

Blessed are you who with a smile encourage me to try once more.

Blessed are you who never remind me that today I asked the same question twice.

Blessed are you who respect me and love me as I am, just as I am, and not as you wish I were.

Acknowledgments

Introduction

In 2012, the Ontario English Catholic Teachers Association successfully applied for funding for a Knowledge Network for Applied Learning (KNAER) project for research in the full-day early learning kindergarten. In this project, fifty five kindergarten teachers and ECE's were selected from across the province to participate in a network of collaborative learning communities. The project focused on research on common areas of interest related to the new full day kindergarten program. The areas of interest addressed by the teams were play-based learning, self-regulation, assessment, numeracy, and critical literacy. Across all these topics, the use of documentation as a teaching, learning and assessment tool was of particular interest to the group and an area they identified as their greatest need. As a result of the feedback from these sessions, OECTA responded by producing this resource on documentation.

This resource is intended as a starting point for a conversation about the use of documentation in the full-day kindergarten classroom. Many teams are doing pedagogical documentation with their students and many more may begin as the full-day kindergarten program becomes fully implemented. The examples used in this document were contributed by several teams from across the province. This resource is meant to capture this moment in time for documentation as it is happening in many schools in the Catholic system as well

as provide information about the what, why and how of documentation. All of these teams shared that they have just begun this journey of exploration and development of documentation strategies. We are, therefore, treating this resource as malleable and subject to change, modifications, additions and enhancements as kindergarten teams continue to hone their practice and continue to find effective, efficient and educator-friendly ways of gathering and recording documentation of and for students, parents and other educators.

OECTA is pleased to respond to the self-identified needs of its members by producing this resource. This resource shares many creative and collaborative ideas for doing documentation as supplied by the kindergarten teams. In all cases, the teams were still working on making their documentation as compatible as possible with their own teaching and assessment styles, their personal and professional needs and the realistic constraints of time and energy. Therefore, it is not the intention of this resource to give the

impression that all teachers should be doing what these teachers are doing. We believe that teachers need to use their professional judgement and personal discretion to determine for themselves the best practices that work for their classrooms. Hopefully, this resource will be helpful in that regard. Also, you will find many links to other teaching and learning research, both contemporary and classic. We have done that to ensure that if some of the language and research is new to you or if you wish to go deeper on any one idea, you can find all the information in one place without having to seek it out yourself. Even without following the links to other articles, books, or educational organizations, you should find this resource sufficiently self-explanatory and useful for richly developed documentation practices in your classroom.

This iBook is divided into five chapters. Chapter One, "What is documentation and why would you do it?" provides an explanation and rationale for using pedagogical documentation as well as the background components that are reflected in documentation such as teaching for inquiry. Chapter Two, "How to do documentation", includes practical considerations for documentation such as the importance of observation. Chapter Three explains and provides examples of the various documentation possibilities, including portfolios, products of learning, performances, learning narratives, learners' self-reflections and social/emotional behaviours and dispositions as well as teachers' self-reflections about learning. Chapter Four continues the discussion by focusing on learning stories, documentation panels, newsletters and video documentation with examples, and video or written comments from teachers on their experience in collecting documentation of this kind. The final section of Chapter Four includes videoclips specifically illustrating the journey of the teachers who contributed to this resource.

What is documentation and why would you do it?

1

> **Pedagogical documentation is a story of children's learning.**

What is documentation?

Excitement is burbling around a small table while four children are exploring bowls of soil that they had collected from various places in the woods the day before. Tools available are enhancing their discoveries…magnifying glasses, iPad, a camera, pokers, bug net and books. Listening in you can hear "I wonder", "what if", "it looks like this, but not sure", "does it have wings?", "would it sting?"… all language of inquiry and evidence of engagement in learning. The children are each playing a role…who is leading the inquiry and who is really engaged? Is anyone interrupting the inquiry? What is each child doing? What input is the teacher giving? How is she scaffolding or "lifting" the learning

The eight photos in this gallery document a soil inquiry conducted by children at St. Marguerite d'Youville School, Simcoe-Muskoka CDSB
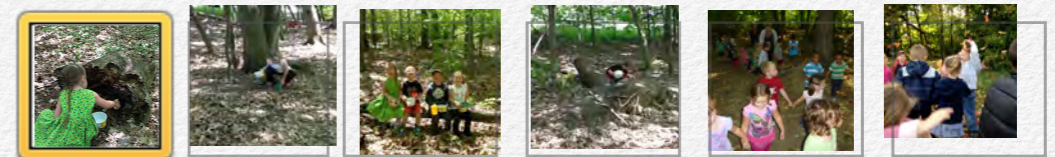
How might this learning experience be pedagogically documented? If we want to learn more about how our children think and learn and wonder and understand, what are the questions that could guide the documentation inquiry? What is the nature of their amazing intellectual curiosity and special learning ingenuity? If we want to develop insight into what makes the teaching/learning process more effective, what are those questions? What evidence or data might be collected to be reflected on by the children, the team or a parent? What tools might be used in the documentation by each of the participants? Why would this be worth documenting? Would there be a purpose to share/publish a possible documentation?

> 'Documentation' is a current word, concept or idea that is being bandied about across the province. What it is? Should everything that happens in the classroom, hall or playground be documented? Do we need to post everything around the room or out in the hall or in a newsletter? How "fancy" does it need to be? What does the documentation process consist of? Who is it for? Why are we doing it? And how does documentation contribute to the teaching/learning process.

http://www.artistsatthecentre.ca/articles.html

Check out this website for further elaboration and ideas to consider.

Pedagogical documentation is a story of children's learning told through various artifacts such as photos, videos, audio recordings, collections of student work, anecdotal notes, etc. accompanied by observation and discussion of that learning. Rinaldi (2001) calls it a "visible listening" approach that articulates what is often invisible in traditional instruction and assessment strategies – the children as the architects and articulators of their own learning. Turner and Wilson (2010) describe it as "an approach of knowing, making it possible for the adult to be and know together with the child". It provides the teacher with a more complete picture of the complexity of children's actual learning experiences, their interests, and needs.

So in the learning experiences of the children and the soil… capturing and making visible the story of the visit to the woods, finding the soil, collecting it and bringing it back, putting the instruments for inquiry and more extensive, closer observation, watching to see what the children did and listening to hear what the children were exploring enables the teacher to appropriately probe and push the inquiry deeper and to note what the children were interested in, were capable of doing, what they needed *to lift their learning*.

Documentation encourages a *pedagogy of listening*; educators capture student learning in a variety of ways to make the thinking visible (Wien, Guyevskey, & Berdoussis, 2011). Play-based learning/inquiry lends itself particularly well to documentation and to opportunities for 'listening'. Carter and Curtis (1996) found that documentation "offers a method and a

motivation to pay closer attention to the value of children's play" (p. 17).

> Pedagogical documentation is a philosophy of coming to know and value children as persons. It celebrates the plurality of children's thinking, and truly acknowledges children's thought as being relevant to the process of schooling. When educators use pedagogical documentation to guide teaching and learning, they make learning a democratic process which respects children's rights by genuinely engaging their voice in their own learning and the conditions of the classroom and school (Turner & Wilson, 2010).

Pedagogical documentation encourages children to show what they know and can do, rather than focus on what they do not know or cannot do. Its focus is on the abundance of children's learning rather than its deficit. It illuminates children's conceptual understanding, their interests and their prior knowledge. It assists children's reflection on their learning using self-assessment and metacognition strategies. It allows us to examine our assumptions, to dig deeper, to make sense of what is happening, and it "objectifies the intangible manifestation of thinking and understanding" (Krechevsky, Mardell, Rivard, and Wilson, 2013).

> "Team members' observations are captured through notes, pictures, and videos and supplemented by the child's own representations. Parents can contribute to the documentation by sharing their understanding of learning that happens at home" (ELKP, 2010, p. 30).

Also importantly, it provides insight into some of the softer 'twenty-first' skills that are most likely to predict learning success such as self-control, zest, social intelligence, gratitude, optimism and curiousity (Tough, p. 76). These qualities are equal to or greater than intellect, social status or genes in determining the educational trajectory of students. They are best assessed by qualitative measures such as observation and documentation of the whole child not just narrow measures of discrete skills.

Throughout kindergarten classrooms, documentation is helping to develop a better understanding of students' interests and needs in order to inform planning. As one educator put it, documentation enables us to "include the voice of the child in our educational practices. In turn, the children have responded positively when they realize that their teacher is examining their work, interested in their ideas and affirming their efforts. This

indicates to them that their teacher values their thinking and what they are doing" (Yu, 2008).

Katz and Chard (1996) offer this explanation: "Documentation typically includes samples of a child's work at several different stages of completion: photographs showing work in progress; comments written by the teacher or other adults working with the children; transcriptions of children's discussions, comments, and explanations of intentions about the activity; and comments made by parents" (p. 2).

Documentations, evidence of individual and group learning make the relationship between teaching and learning stronger and richer. "These physical traces allow others to revisit, interpret, reinterpret, and even re-create an experience" ((Krechevsky et al, 2013, p. 74).
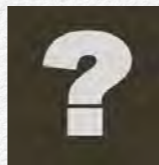
Where Did The Idea Of Documentation Come From?

Is documentation really a new phenomenon and new professional practice? Teachers have valued the documentation of children's learning since the 1930's when the very influential child study movement developed. Effective kindergarten teachers have been busy listening to, kidwatching (Goodman,

1978), capturing moments of significance, working alongside, collaborating on learning tasks, noting anecdotes that indicate a change in behaviour, new thinking or new skill, caring for each child according to observed, felt, or expressed needs ever since.

MOVIE 1.1 Kidwatching - Co-playing

Kidwatching - Co-playing

In the video clip below, Stephanie Pascarella, ECE, and Mary Day-Mauro, both from Simcoe Muskoka CDSB, Teacher, 'kidwatch' in the kindergarten classroom.

We watch our children develop skills gradually over time. For example we capture writing samples and samples of artwork

Group of children work together to assemble new tables for the classroom.

throughout the year to note development. In the photo gallery below, we see a group of children working on putting a table together and see first bewilderment and then slowly see them problem solve to the final creation of a table. We see children grow in confidence, social intelligence, optimism and curiousity as they learn to learn.

We have parent conferences with data collected to demonstrate to parents what their child has learned and accomplished and perhaps been struggling with. Report cards require being able to form some opinions about a child's learning and documentation is the evidence that supports such opinions. We have used many forms of formative or dynamic assessment to help set what to do next with and for the child. We have used portfolios of various sorts. We have developed checklists and templates. We have developed many ways of providing feedback so that we can co-construct as a team new goals for individual children and for our teaching learning process. Below is an example of how such information can be provided to parents such as through a newsletter documenting the process of assembling tables and chairs as shown below.

New Table and Chairs in our Room!

When we got our new table and chairs in our classroom, we needed to do a few things before we could use them.

Firstly, a big box arrived in our classroom. Inside the box were some parts for a table and some parts for two chairs. We worked together to use the instruction sheet, an allen key, screws, wooden pegs and big pieces of wood for the legs and tops.

Secondly, we had to work with our friends and think about the way that the parts fit together. We turned it a few times until we got it just right!

Finally, we tightened the last screws into the second chair. It was great to sit on. We like our new table and chairs that we built ourselves.

Pedagogical documentation is the data or visible record that enables the educational team, the children, parents or support staff to have meaningful conversations, to make possible interpretations, and to reflect on what was in order to affect what next. It is the cycle of researching (collecting data), reflecting (using pedagogical lenses) and deciding on a response (provide some special support, ask an open-ended question, share a resource, etc.) in order that there would be further questions or inquiry that produces renewal for the children, the team and the program. It is part of a very important pedagogical cycle that is used in a micro, moment-by-moment way or in a macro, long-term planning process. The interpretation of this documentation is essential to the process and it is this understanding that differentiates documentation from just a display of learning. It is the meaning-making that happens as you (and others) reflect on the evidence, the data, the audit trail that documentation allows.

One child inquired of his teacher if all teachers (parents) had eyes in the back of their heads. Indeed we wish we did - along with four arms and four ears and mega energy! When learning is visible and questions are apparent, ideas are being explored or behaviours are notable, pedagogical documentation allows for enhancement of development, the planning of appropriate strategies, providing some necessary tool, adding an inspiring or challenging prompt, giving some special eye contact or gentle touch on a shoulder, helping to expand, elaborate, enhance the experience or use some intervention. We would together with our children, be 'lifting their learning'.
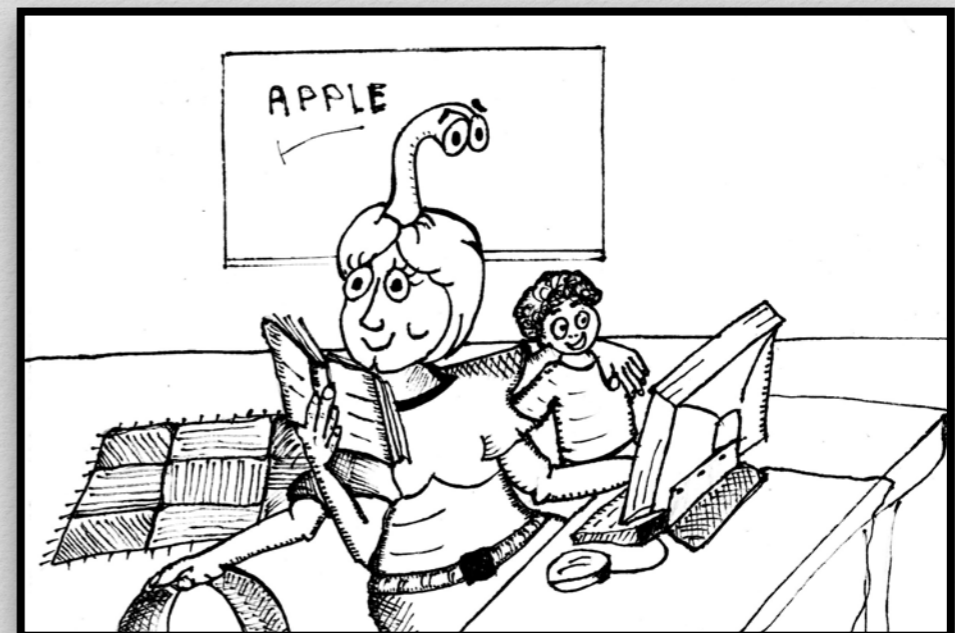
The four-armed teacher by Augusto Monk

In the kindergarten program, it is wonderful to have a team of well-trained adults caring for the children to support, challenge, and capture many of the special episodes of learning that transpire every day. Earl and Hannay (2011) suggest that it is powerful when teachers are able to use real evidence of a child's learning to enhance their teaching. Throughout the day, in virtually every daily school activity: "If we attend to individual children as they work, and if we focus on the progressions in learning that occur over time, our detailed observations can provide feedback to our instruction" (ELKP, 2010). Great conversations are possible as the team is able to review and reflect on the documentations together in order to plan, based on the evaluation of the work as it progresses … what has interested, stimulated, challenged or enchanted the child/children. They can also recognize the participation and social, emotional as well as cognitive development of individual children in the process. Some of the qualities such as zest for learning, optimism and curiousity can only be captured in this way.

FIGURE 1.1 Teachers discussing documentation

Courtesy of Gaylene Hagarty, Huron-Perth CDSB.

Back to the children exploring the soil samples. From the documentation (pictures, video, teacher's anecdotal notes, newsletter, children's drawings, notable conversations, etc.) the team's research allowed them to recognize the genuine interest and engagement of all of the children in the experience and the opportunities for extending this learning were expanded and refined. They had noted that two boys were reading a book with the teacher about walking in the forest and the boys suggested that a cobra might live in the adjacent forest.

MOVIE 1.2 Cobra inquiry

Cobra inquiry

The teacher, in conversation, challenged the boys to inquire into that possibility and brainstormed some strategies that would help them to find out. Other children were quite fascinated by bugs and so a more detailed investigation into various bugs emerged fueled by some good expository books on the topic. One girl found the butterfly net interesting and bustled around the room seeing what she could capture and then settled into the possibility of using it outside to see what she could ensnare to check out. A general conversation was

happening throughout about bugs and whether you should keep them captive, squish them, step on them or let them go outside. Ecology generally was of interest to boys and girls alike. Rather than just noting these interactions and conversations, they were viewed through many pedagogical lenses and in response to what the team noted, turned into invitations that would provide lots more inquiry and learning.

The children were provided with their own documentation materials to draw, record on the iPad, capture on digital camera and reference with. A planned visit to the library was arranged. The Soil Inquiry Gallery 1.1, from the beginning of this chapter, shows the beginning of the soil investigation and the video clip below shows the follow-up learning opportunities that ensued from that initial provocation.

MOVIE 1.3 Soil Inquiry

The effort of documenting learning is worthwhile only if you use the information to create and modify the learning program and not just to assess for reporting. As an inquiring, reflective, responsive teacher, you'll want to review the data you've documented through the variety of professional lenses so that you can make wise decisions about how to respond to your children's individual and group learning needs.

Forman and Hall (2005) suggest we need to slow down and carefully observe and then study such observations to discover children's goals. What effects are they trying to create? "The relation between the strategy and the goal will reveal a possible theory, a theory about how to make the desired effect occur.... It is our attempt to find an entry into the child's world." Also, researchers from the Harvard School of Education Project Zero suggest that it is important to step back and observe with a sense of curiosity which slows down the sometimes frenetic pace of the teaching/learning process.

> We need to stop, look, and listen up-close and from a distance with a curiosity and an inquiring set of lenses.

We can ask questions such as....What is happening here? What does this tell me about Connor? Is it time to change things in the water table? What kind of noise is this ... productive or silly? Is there enough material in the math area to stir inquiry that will expand Ahmed and Burcu's already

advanced abilities or understandings? Why are the children so quiet? etc.

Some lenses, for example are:
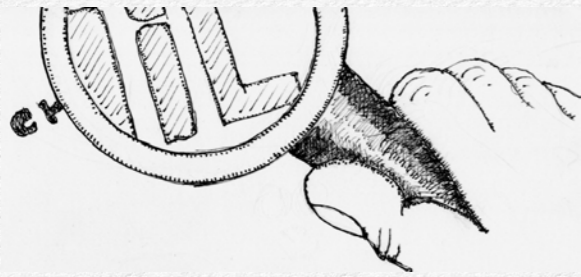
Child development lenses for judging the evidence in terms of what we know about physical, social, emotional, spiritual, and of course cognitive development.

Skills development lenses for assessing the evidence as indicators of progress (or lack of it) and, therefore, the areas of development that require some quick direct instruction, additional practice, some new tool, another demonstration or... perhaps considering the child's zone of proximal development (Vygotsky, 1978, p. 86) to see if they are indeed ready and/or able to learn that particular concept at this time.
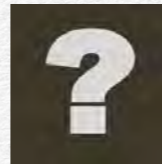
Teaching strategy lenses are for checking into your own teaching: which strategies were effective and which weren't; whether the timing of specific 'teaching' was appropriate; what scaffolding strategy might have worked better; whether the teaching/learning process was too teacher-directed, or not clear enough; whether the 'third teacher' (the environment) was set up to make learning possible, whether time was long enough, whether feedback was ample and appropriate, did it take into consideration the various learning styles and specific needs of the children. Were the children given time to communicate their learning, was it 'fun' and engaging enough, was there opportunity for critical thinking, creativity and imagination …?

The more you know about your children, and about learning and teaching, the more refined your reflections and conclusions will become. And the more any of us become students of pedagogy, the better our teaching will be for the learners!

Remember too that the children need to be an integral part of the documentation process, aware not only of how you see them, but also of who they are as learners and producers. They need to recognize and know what they know and they really need to talk about how they learned it. Metacognitive talk helps them to process and understand their own learning.

SO, you may want to take time to look back with the children to highlight for them some of the wonderful learning they've accomplished. They might, for instance, recognize growth in their own ability to understand or use:

• Building structures

- Geometric ideas

- Fine motor control

- The development of patterns

- Number sense

- Letter sense

- Reading cueing strategies: grapho phonemics, semantics and syntactics

- Writing conventions

- Dramatic play

- Inquiry processes

- Scientific investigations

- Artistic techniques

- Research and recording strategies

- Perserverance

- Etc. etc. etc. …

This might sound like: *"Wow, you have built a huge structure today. How did you do it? I see you have extended your base or what we call the foundation. How did you figure that out? What do you now know that you didn't before you started making your castle?"*

Or: *"How did you figure out that word you were puzzling over? …child's response…"Now you will be able to use that same strategy when you get stuck again…congratulations. Fancy reading experts say, the more you read the better you will become as a reader! So have fun practicing. Do you need a new book that has more good information about snakes for your inquiry?"*

As you work through the day and the expectations, keep in mind the big evaluation questions: What are we learning? and How do we feel about it? The 'we' in this case means:

- You and your partner as facilitators of learning, as learners, and as researchers

- You and the children as a community of learners

- The children as learning individuals

- The children as co-learners in small groups

- The school as a collaborative community

One of our main responsibilities is to help children know what they know. **This is metacognition!** and is one of the important bi-products of documentation. Remember as well that assessment and documentation strategies should focus on what children CAN do, always taking into account their developmental stage and the conditions of learning (tiredness, tough things going on at home, distractions of various sorts, loose teeth, lack of real interest …).

Sometimes documentation arises from unanticipated moments in the classroom. Although not intentionally planned, this type of documentation can give unexpected insights into the interests, needs, and developmental level of the learners.

On the other hand documentation may be intentionally planned. The kindergarten team has in mind (or at elbow) the kindergarten program expectations, the notion of developmentally appropriate practice and the knowledge of individual children's learning styles, needs and interests. Based on that documentation, the team makes decisions about next steps, new invitations and provocations, additional resources, adjustments to the environment, social-emotional supports or challenges, and solutions to make learning more engaging and productive.

In summary

Documentation serves different purposes depending on the needs and goals of the kindergarten team although the focus should remain on the learning and how to deepen and extend that learning. Some of those purposes are:

- to identify key moments of learning by individuals, small groups or the whole class;

- to address a question that the team has about the whole class, small groups or individuals;

- to represent learning, especially learning that sometimes becomes invisible (e.g., block play);

- to identify next steps for learning;

- to communicate to parents, other educators or to the children themselves;

- as a teaching tool for children as they revisit the artifacts of their prior learning;

- to promote conversation about learning;

- to conduct an inquiry about some aspect of learning;

- as a tool for planning;

- as a tool for assessment;

- as a tool for self-reflection.

Teaching as inquiry

One who knows little about teaching or has little insight into the pedagogical process may think that to be an effective kindergarten team you need to acquire a technical knowledge base from which you choose an appropriate technique or 'lesson plan' to apply.

In other words, if you have understanding about the 'standards', the curriculum information or body of knowledge or skill that you are expected to teach and you have a number of plans 'up your professional sleeve' —strategies, techniques, recipes— you will be a good teacher. Unfortunately it is not that simple!

Kindergarten team inquiring together looking at documentation and planning

Photo courtesy of G. Hagarty

A reflective, inquiring, strategic, kindergarten team approaches teaching and learning as uncertain processes.

Teaching and learning require continuous creative thinking and problem solving rather than reliance on standardized techniques or guide book directives developed apart from the particular teaching/learning context.

It is not enough to be a technician, following clinically defined protocols … classrooms are not clinically controlled places. The role of the team is critical on every dimension and so demands a collaborative and collegial partnership.

Teachers and ECE's are knowledgeable, but that knowledge base needs to be self-constructed and co-constructed with the children, personalized, and ever-expanding, challenged through all of the experiences, the texts of life and the professional literature, and through self-reflection, action research, and professional inquiry.

It is important that we acknowledge not only by our words but also by our pedagogy that education must be for life, an invitation to learn above and beyond the classroom and today … to be transformative pedagogues.

Dewey (1938) wrote "experiences in order to be educative, must lead out into an expanding world of subject matter…. This condition is satisfied only as the educator views teaching and learning as a continuous process of reconstruction of experience" (p. 87).

Jerome Harste (2003) often declares that if you can't find or use what you are doing in the classroom in the real world, than you should 'throw it out'… what we do must be real, meaningful and relevant! He also states, "A good language arts program for the twenty-first century continues to be comprised of three components—meaning making, language study, and inquiry-based learning ..." (p. 8).

The teaching process is a complex one, one that involves a great deal of professional expertise, personal wisdom and passion for the learner and learning. Fortunately the expectation is that we will be able to develop this expertise over a lifetime of learning with children … that none of us will be fully 'expert' but will be somewhere along the continuum striving through our experiences, our inquiry, and reflections towards understanding and excellence. We want to help to inform and support the kindergarten team in their quest to be strategic.

Teams can use documentation to help them (1) decide what to do and when to do it, (2) understand why they are doing what they are doing, and (3) plan what they might do next.

The 'doing' of teaching is connected to the children—based on sound knowledge or information about child development and skill development—best informed by pedagogic documentation that is gathered, reflected on, and considered in the teaching learning process. The responsibility for what happens in the classroom rests with the kindergarten team.

"Teacher professional judgement is judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction, and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction" (Growing Success, 2010, p. 151).

Teachers create environments in which all students feel valued and confident and have the courage to take risks and make mistakes. In their important professional role, teachers show students that they care about them, and model a love of learning that can deeply influence their lives. Teachers' professional judgements are at the heart of effective assessment, evaluation, and reporting of student achievement (Growing Success, 2010, p. 8).

In the past, the kids were 'watched' but the data collected was often used only to report to parents not to inform practice and certainly not as a tool for children's further learning.Today, documentation is changing that! Attention is focussing on the learner, the learning, and the pedagogy. We are using the evidence collected and recorded to inform the teaching/learning process – it is formative, not just summative.

It is important to know your children well. Your understanding of the concepts and skills and how they develop should be strong and current with ongoing action (classroom) research, and documentation informing your practice. Your knowledge of child development is foundational. It's also important to know yourself! and what you can manage personally.

Effective Teaching

The documentation process contributes to effective teaching through a cycle of *research*, *reflect*, and *respond*, that results in *renewal and re-visioning* of the program.

research

respond   reflect

renewal and re-visioning
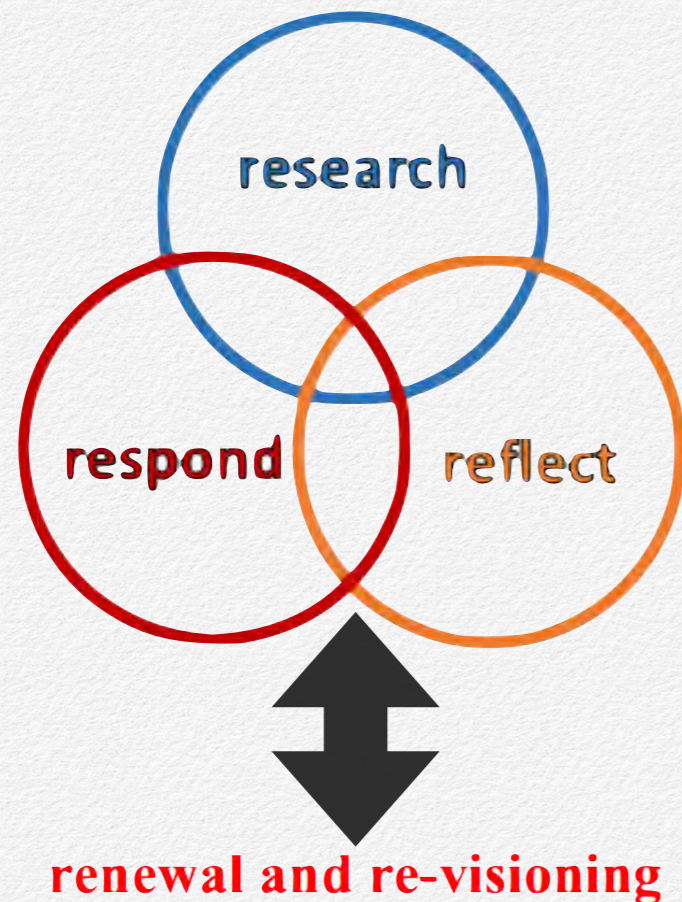
This process of research, reflect, respond happens in the micro-moments as we are reading to our children or perhaps passing by the art easel … on the run during the activities of our day. We might notice body language, glazed eyes, attentiveness, inattention, wiggling, tongues waggling (research) and quickly reflect on what the problem might be using our professional lenses. We then respond by maybe talking a little slower or louder or we reiterate or change-up how we are reading or talking so that we hook engagement back in. We might notice as we pass the easel that one child is having some trouble keeping the paint from running and mixing the colours in the paint pot. We stop, look, and try to quickly determine (reflect) what the current need is and respond with a quick bit of advice, a little problem solving conversation, noting the need and recognizing the developmental capability of the child's motor skills. Maybe we need to pause to determine if it

Micro-moments: quick observation of child's painting challenges

was an intentional action (making a mess) or just not being able to manage.

In other words, we go through the process moment by moment observing, reflecting and responding.

In the bigger scheme of things we use this process as we make pedagogical decisions in preparation for our work with the children. We use documentation to see what the children know for example and then decide how to scaffold and lift their learning. We might use what we have experienced and learned last year through documentation to establish long range plans for the current year. We use what we have learned about individual children through various documentation strategies (observations, conversations, interviews with parents, looking at artifacts, performances) to develop our pedagogical responses to lift his or her learning.

In other words this cycle of teaching/learning happens at both the micro and macro levels, and informs our teaching making it more strategic and wholehearted.

research

Who is this little learner person? (The physical, emotional, social, spiritual, cognitive variables that make that learner a unique individual....a person! with a heart and mind and soul and body and spirit and voice and ....) What is the child's …

- name and 'identity' – culture, religion, family, history, story, beliefs, memes

- prior and current life experiences

- interests and out-of-school activities

- multiple worlds: daycare, home care, babysitters, clubs, sports

- skills, aptitudes and expertise

- attention and metacognitive skills, ability to focus, cognitive flexibility, working memory

- hearing and vision factors: acuity, memory, discrimination

- ideas and questions – what does she or he wonder about

- fears and delights

- sense of security

- emotional and social competence and self-regulation

- respect for diversity of others

- choice of friends and foes

- health and well being: allergies, sensitivities, illness, strength, alertness…

- learning strengths and concerns

- curiosity, persistence, and confidence in learning

- hand used naturally, gross and fine motor coordination

- favourite colour, food, toy, storybook, television show, video, game

- household make-up: who lives in his house/apartment

- amount of screen time (TV and computer)

- choice of role model

- access to technology: is there any at home or in the community

- favoured activities at school

- play preferences: alone or with others…

- stage of independence: dressing, eating, toileting, finding their way around the school

- ability to communicate needs

- …

How can you collect this information? What could you document?

1. conversations with the child—many in various contexts, authentic, interested—keep notes, audio or video recordings

2. interviews—focused and open-ended about a specific subject—sound-record or take notes

3. observations—focused and incidental—constantly attentive: listening, watching, caring! and documenting

4. video-record activities

5. collect artifacts or samples of the child's work transcribing what they said about it (a date stamp helps to track development)

6. collaborations—work alongside doing something together and perhaps document together what you did, what you learned and what you wonder about now

7. listen to their story-telling—maybe video, record, note the stories. Ask the child to illustrate what they told you

8. look at their picture making, artistic representations and writing: talk about it together, document what they tell you. Keep a portfolio of development over time (use a date stamp to track development)

9. note the child's responses to literature and learning experiences

10. invite parental involvement—meetings, phone or email conversations, community activities, classroom visits

11. take an interest in the child's extra-curricular activities

12. learn about the culture, religion, social milieu, television viewing of the learner—important information for invitations into learning

13. read what the learner is reading, view what she or he watches, listen to his, her music, etc.

14. walk together

15. take pictures, make notes about content

16. ...

Why does knowing the child matter?

If you know the children well you can more easily differentiate instruction, direct them to books and projects they might enjoy, support them when you know they need that extra attention and care, provide them with a safe and caring environment, challenge them in ways that will engage, etc. What are your ideas?

research

What is the child learning? (The variables here are the ones that indicate development and learning not only in cognitive matters but matters of the whole child.)

- what does the child already know?

- what 'wonderful ideas' (Duckworth, 2006) does the child have? Keep a record.

- what are the questions that fascinate and engage the child and how has this changed?

- what activities in the classroom does the child naturally go to? And what does she or he avoid?

- what are the child's special interests, abilities, and aptitudes?

- what methods of inquiry work best for the learner and which do not engage?

- what is the learning style and preferred intelligence?

- what can the child already do—how has this changed?(development? experience? practice?)

- how does she or he feel about a particular learning experience and what has s/he accomplished?

- what does the child know she knows as a result of the learning/teaching/inquiry/play experience? (metacognitive assessment)

- what is the next step that is within the learner's ZPD (zone of proximal development), or 'construction zone'?

- what is developmentally appropriate? (See Appendix D Developmentally Appropriate Practice) Note development over time.

- what are the child's personal and social development indicators?

- how about language development: oral language, early and emerging reading, writing development, understanding about media?

- how about mathematical understanding?

- what about science and technology?

- health and well-being, physical activity?

- the arts?

- where are the strengths, possible gaps, the needs, the problems?

- how does the child self-regulate?

- in what does the learner experience 'flow': concentration is so intense that there is no attention left over to think about anything irrelevant. Self-consciousness and the sense of time disappear. Activities that produce this experience are so satisfying that we do it for its own sake.

How do we get the evidence to answer these inquiries (implicit and explicit, intentional and incidental)?

1. observation—focused and incidental and documented! Here is where you might use some tracking forms or other formative evaluation tools.

2. note apparent feelings about what the children are doing, learning, expected to do. Is there enthusiasm, reticence, resilience, frustration…?

3. conversations—give opportunities for learners to talk about what they are learning, doing, thinking, feeling, wondering about, what questions or problems are puzzling them

4. interviews or conferences—purposeful, focused and open-ended

5. learning logs, files or portfolios…can be digital as well

6. learning stories (see Chapter 4)

7. examination of artifacts, demonstrations, presentations, ... with the child

8. applications of learning—how are they putting to use what you have noted they are learning?

9. self-assessment experiences—inviting children to reflect on their learning experience

10. noting level of interest and engagement in related activities

11. checklists, or other assessment tools—formative and summative—keep this to a minimum!!!! Anything standardized offers minimal data

12. …

- child development

- skill development

- learning theory

- learning styles

- multiple intelligences

- cultural and linguistic awareness

- current context and events

- ministry guidelines/videos

- board guidelines

- ...

Is it knowledge as an end product or is it the pursuit of knowledge as a process that we care about? How does this affect our decision about what to teach?

research

What should be learned? In order to answer this question, the team requires an understanding of the kindergarten program. Some pedagogical considerations to keep honing and learning about are:

There is very much available information to help you develop your professional expertise and knowledge on-line, in books, professional development geared towards you, the Ministry, federation and Board documents, from your next door colleague, from your professional organizations, professional journals and of course from your teaching partner and the children! Professional journals and books are available free of charge from the Ontario College of Teachers Library.

What can you do to deepen your understanding about what should be learned?

1. monitor and document faithfully and on-going over time for developmental perspective

2. reflect honestly with your partner, the children, and perhaps parents

3. respond with wisdom, respect, and understanding

4. know your learners!!! Listen to their inquiries. Watch their choices. Be aware of what they wonder about

5. forget old 'themes' from a unit that was planned years ago…go with the real, meaningful, relevant, and respectful questions of the children and let them lead you

6. determine what the children know already

7. look for children's expertise and interests

8. know the relevant literature about research and recommended practice

9. know child development

10. know the Ministry documents/videos

11. know the Board documents

12. know the resources available and how to use them effectively

13. understand skill development

14. go with the 'FLOW', zone of proximal development (ZPD), ...use action research ... explore research reports....

15. professional development

16. attend to (Appendix A)

17. work together with your team and your children to figure this out together

What am I learning about my teaching? Pedagogy is an art and a science. It is a lonely business. It is a busy, busy, active, busy responsibility. It can't be left at the office. It is the most important job in the world next to parenting. It matters! You matter!

We need to work at doing the most effective, quality job that we can. It is a lifetime learning task...teaching and learning are part of one another.

- How can we learn to teach so that when we teach, we learn and we do it along with our students?

- Are we paying attention to what goes on around us to know whether what we are doing is having the intended effect and consequences?

- Are we in the 'FLOW' and autotelic when we are in the classroom?

- Do we understand how to correct our actions when they seem to be running amuck?

- Do we celebrate what is working?

- Are we prepared to wonder with the children?

- Are we reflective practitioners?

- Do we have and seek out adequate professional development opportunities?

- Do we have mentors and the opportunity to be mentors?

- Do we have support and the opportunity to support?

- Are we given opportunities to expand our repertoires?

- Do we have resources and know where to find them?

- We do not need to have disputes about our worth.

How do we answer this inquiry?

1. celebrate our good days and understand our tough ones- use the concept of "personal best"

2. ask why we do what we do...question the relevance of everything

3. try to understand what worked and why—reflective inquiry again!

4. try to understand and learn from the things that appear to 'flop' or not to 'flow'

5. give time to the implementation process before determining something doesn't work

6. use our teaching partner to learn with

7. find a mentor (alive or in a book)

8. keep a professional portfolio

9. go to in-services when possible, take courses, keep up-to-date

10. have a friend watch us teach and give suggestions

11. visit other classrooms when we can for another perspective

12. don't be defensive—appreciate and act on constructive criticism

13. take responsibility and credit when our kids do well or not so well- it might be the dance not the dancer!

14. remember that learning to teach well is a life time task- that we are somewhere on a continuum and DO NOT ALLOW GUILT TO CRIPPLE US!!!!

15. tape or video ourselves for a deeper look into our practice: document our practice

16. read! read! read! Or watch videos. Take time off when ill

17. ...

research

What am I learning about myself? Personal understanding and acceptance is so critical to our own health and well-being.

Caring for yourself is a good thing. It makes for a healthier, happier person and for healthier, happier relationships with others. Knowing what you can and can't do and celebrating your uniqueness is an important part of having a good self-concept and realistic efficacy. As we do our work, we need to find room for ourselves in our timetable, our program, our partnership, our choices and our space. Our taste, our style, our voice needs to be acknowledged. Our gifts need to be utilized and the things we find hard need to be supported by others. Find your mission. Find your voice. Keep yourself safe and comfortable. Stay in good health. Have fun!!!!

How do we answer this inquiry?

1. check your body - what is it telling you?

2. check your mind—is their clarity?

3. check your heart and soul—is it flourishing?

4. check your attitudes—are they positive?

5. check your kids—do they reflect your love of learning?

6. check your teaching partner—is that relationship functional?

7. check your calendar—is there time for you?

8. check your friends and significant others- are they flourishing with you?

9. look at your life pie—it is fairly divided?

10. do you like to get up in the morning?

11. what excites and delights you—where is your flow experience?

12. ....

reflect **It is not enough to collect data to just use for reporting, reiterating for someone outside of the classroom what you have noticed.**

It is important to fully understand what that evidence is saying so that you can act on it and make adjustments to the teaching/ learning processes.

Comprehension necessitates having finely crafted lenses constantly being ground and refined so that they permit you to see to understand new insights. It is not just seeing new things but rather seeing familiar things in new ways that is important. What are the most significant lenses? Is it mirrors, magnifying glasses, telescopes or bifocals that make the best metaphor for reflective practice?

It seems that there is both looking into and through and seeing new images as well as reflecting your own image that matter. So, in fact, it is all of these.

Pedagogic Reflection Devices:

1. child's social, emotional and cognitive development

2. concept and skill development

3. teacher development

4. professional development

5. personal development

6. pedagogical strategies

7. classroom management strategies

8. research - action research

9. assessment and evaluation

10. ...

Reflecting on the evidence through many professional pedagogical lenses—highly polished and refined as one experiences, reads, talks, and learns in whatever way one can is where wisdom resides. Without taking the time to reflect on the evidence, to look at it carefully, to look again...you cannot make wise decisions about what to do next or to continue to do or to avoid doing.

For example...one needs to understand spelling development in order to look at the artifacts or pieces of writing to determine at what level the child is functioning developmentally—to decide what strategies to use to assist the child. If she is at the transitional stage of spelling then teaching about some of the anomalies of spelling patterns is appropriate and stepping up attention to word families or etymology makes sense. One has to have the repertoire of possibilities of strategies that work generally for kids at this level and then to understand the interests and needs and uniqueness of the particular child to make the right fit. These lenses are constantly being informed by research (the research of experience—action research and academic research as reported in the professional literature) honed by experience and developed as professionals strive to understand the intricacies of their own pedagogy.

Teachers have to know what they are seeing when they look and understand what it means.

respond

Good education is responding appropriately to the needs of the child or children based on informed up-to-the minute 'research' that has been reflected on by a wise and informed teacher and by a learner who knows what he or she knows and wants to know.

Teachers constantly develop effective ways of teaching or facilitating learning—we need effective strategies, techniques, ways of doing things...and lots of them. We need resources that help us.

There are many strategies that are appropriate:

- co-creating with the child

- bridging and supporting the learner

- coaching from the side

- direct instruction

- demonstrating

- shared thinking to solve problems

- giving feedback in the formative sense

- extending the child's narrative so they elaborate

- co-play

- co-plan

- co-assess

- provide appropriate learning partners

- find great resources of all kinds: toys, books, humans, investigation instruments, natural materials

- find experts to work with the child (e.g., speech pathologists, special education resource teacher, board consultants)

- …

Teachers need to know what to do with what they have seen and understood.

The result of this *research, reflect, respond* model of teaching is **renewal and re-visioning**. Nothing gets boring, it is exciting, authentic, respectful, meaningful, and relevant. It is whole-hearted strategic informed pedagogy.

renewal and re-visioning
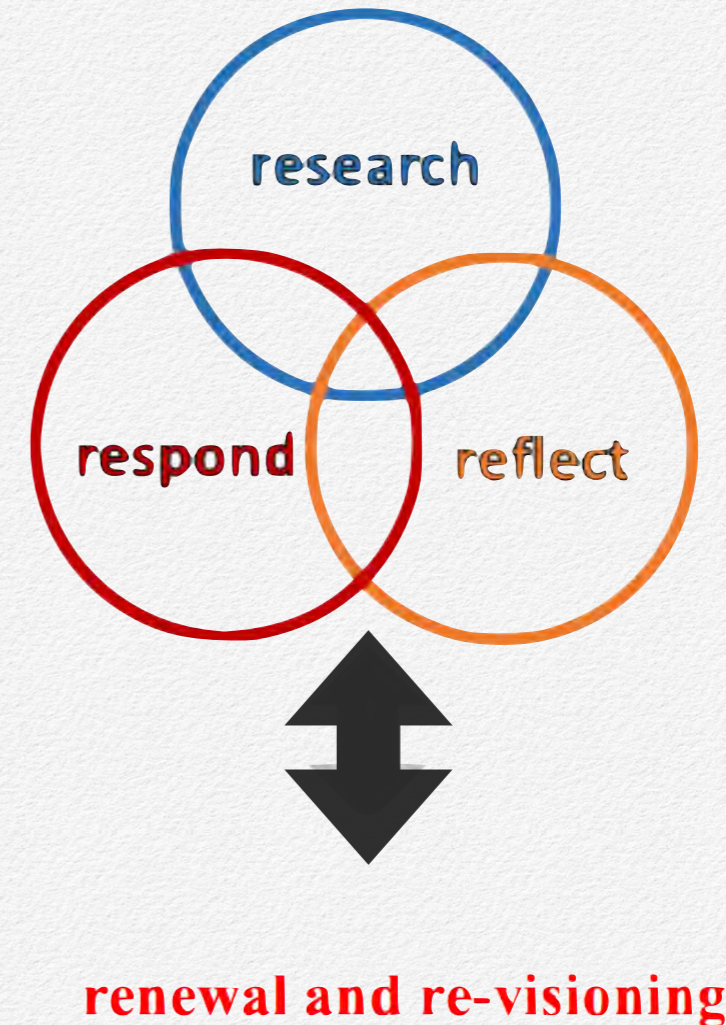
Renewal and re-visioning for the teacher, the learner, the curriculum and ... engagement, energy, enthusiasm, etceteras.

From the field:

Documentation Project Reflections

A team of teachers at Huron-Superior CDSB, led by Denise Colizza, Consultant, conducted a year long inquiry project in the full day kindergarten program on pedagogical documentation. Below is a summary of their reflections at year end about what was most important about the opportunity to meet together and to use documentation in their classroom:

- Valuable to visit each other's classrooms to see the finished product

- Having the conversations about the learning experience/ the environment/ tools & strategies used

- Importance of having digital tools readily available to capture student thinking and learning

- Ability to share our learning allows for accountability

- Promotes communication amongst students

- Release time to consolidate and make our thinking as educators visible

- Variety of ways to display student learning – making it visible to students and parents...

- Creates a community of learners

- Sparks conversations between colleagues

- Allows for opportunities to extend our learning

- Empowering the students as active participants in the learning

- Documentation provides a clear understanding of the process

- Our observations and conversations were just as valuable (if not more) as the end product

Learning through play and inquiry: the documentation

"If education is always to be conceived along the same antiquated lines of a mere transmission of knowledge, there is little to be hoped from it in the bettering of man's future" Maria Montessori, The Absorbent Mind, 1995 (p. 4)

Play-based learning.

In the 21st century, an era that has progressed in so many ways, we need to consider what a child needs beyond mastering facts that can be measured by standardized tests. Globalization, advanced technology, complexity of knowledge, neuroscience findings, new forms of communication and knowledge transmission and so on, need to be considered as we think about educating our young. What is it that they need to learn and how best can they learn it?

Children need to engage with flexibility and perseverance in the world they live in, trying to understand it, to look for new ideas, to problem solve and be creative. How better to learn how to do this but through play.

Playing in the outdoor classroom.

Play-based learning helps children explore complex challenges and develop the abilities that will enable them to problem solve, get along with others, communicate, use creativity and imagination, synthesize information, transform ideas, and create new ones.

Play is indeed a gift. A gift that promises to feature what is significant to the growing and developing child: a chance to think, wonder, imagine, pretend, solve problems, inquire, interact, laugh, cry. It does not limit to this time or place, to anyone, to anywhere. It allows you to be anything that you want to be, to do anything you want to do and to have fun. It is the right of the child to be able to play?

"I should ask that a gift to each child in the world be a sense of wonder, so indestructible that it would last throughout life, as an unfailing antidote against the boredom and disenchantments of later years, the sterile preoccupation with things that are artificial, the alienation from the sources of our strength …. If a child is to keep alive his inborn sense of wonder, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement and mystery of the world we live in." Rachel Carson, The Sense of Wonder (1998)

Curiosity might have 'killed a cat' and got Curious George into some interesting predicaments, nonetheless the instinct to be curious, to ask questions, to wonder is an important one for human development, delight, and learning. Who? What? Why? How come? What if…? "I wonder", are indications of the insatiable and unstoppable instinct to learn, to problem-solve, to investigate and to make sense of the world.   As a kindergarten team we have the opportunity to foster and encourage this natural learning phenomenon. Inquiry-based learning is the emergent process that keeps wonder alive. It is the children's genuine questions that should be central to the kindergarten learning experience.

Our job is to listen to and for the children's questions, then to scaffold, provide resources, support, and challenge them as they individually and/or collaboratively explore the answers. We know that there is no end to questions … they keep growing and widening, expanding children's knowledge and understanding.

In one kindergarten classroom, a small group of children were looking at a worm and wondered how to tell where the worm's head was. The teacher had no answer. She asked the children how they might find out and they suggested: watching the worm to see which way he would move, asking a boy's grandpa who raised wrigglers for fishing bait, looking it up on the computer, or going to the library.

That question spawned more questions about worms and the children decided to construct a worm farm they had seen described. They wanted ready access to their subjects under investigation. From the worm farm came further questions and the inquiry carried on for weeks. This whole process was documented starting with the posted question and the processes and products used including a table with all of the books and resources they had used in their investigation. The children who had sustained an interest in the project created a presentation about worms to share with the class.

Then a new question arose…"Is a worm a snake?" One of the boys had a worm in his hand and exclaimed he had a "snake

bite"! He went to the 'hospital' (housekeeping centre) where the 'doctor' had to decide if the snakebite was poisonous…a question raised by several very concerned children crowding around. The teacher listening, entered the play/inquiry as a poison expert and presented her important book about snakes so they could identify the kind of snake that had "bitten". Another extended inquiry now was underway. Together with the kindergarten team, the children developed a flow chart to document their learning.

Poisonous snakes

- how to recognize one
- venoms
- antidotes
- write an adventure
- snakes/poisons in fairy tales
- witches
- …etc.

Other poisons

- poisons in our environments
- marking poisons
- treatment of accidental treatment
- …etc.

Movements

- no legs
- rectilinear movement
- concertina climbing
- sidewinding
- other ways to move
- …etc.

Sight

- no eyelids
- what eyelids are for
- how eyelids work
- …etc.

Life history

- where they live
- what and how they eat
- reproduction
- enemies
- who/what is afraid of them
- …etc.

Reptiles

- relationship to lizards and other reptiles
- what are reptiles and what are their characteristics
- -…etc.

Now the inquiry involved:

- charts with questions for follow-up
- expository books about snakes…spawning more and deeper questions
- play dough and other "art" materials to create artifacts and models
- a "zoo" of reptiles kid-created
- a growing collection of folk and fairy tales with poison motifs
- empty and clean containers with the poison icons (iconic literacy is so important!)
- information from the government and other agencies about poison control
- children's stories and pictures about snakes, poison, and other gruesome things
- a growing list of poisons to avoid: chemicals, plants, animals, foods, etc.
- and so on…

What happened in this playful inquiry far exceeded expectations about the learning possibilities and probabilities for children that young.This inquiry affected attitudes and behaviours, raised awareness, taught research methods, increased the amount of reading and writing for real purposes, developed critical literacy, developed iconic literacy, informed the students about where to find resources…and on and on. The inquiry culminated with a trip to the zoo and a visit from a man who brought several snakes into the classroom.The teacher even bravely held a boa constrictor! The questions continued…

Meanwhile and quite simultaneously, some girls and one boy were interested in how dresses are designed and made as a result of reading the story *The Queen Who Stole the Sky* by Jennifer Garrett (1986). In that story the queen decides to steal the sky for fabric in order to have the most wonderful gown in the world. The teacher provided some magazines of gowns, fabric samples, picture books of royalty and the children proceeded to become royal dress designers. Amidst fabric samples, cut-out dolls and lots of chatter, the question about fabrics and design and what queens should wear fostered many varied queries. They had many ideas about fashion but also many questions. Then the issue of this nasty selfish queen stealing the sky presented many other questions about what would happen if there were no clouds and no rain and so on. That became a question presented to the whole class who worked on possibilities to solve the problem. Again, the entire process was documented to track the learning. Lots of pictures, a learning table, a collection of resources, gorgeous gowns on cut out dolls, a collection of "fashion words" and so on. The learning was obvious.

What are the benefits of inquiry-based learning? It stimulates curiosity, engagement, critical thinking, motivation and skill in research, reporting, and recording.

Some questions and inquiries are of individual interest and some excite the whole class but whatever the case, the robust questions that emerge are important for engagement in learning.

The inquiry-based approach is not a "recipe" for success, not a technique or lesson plan but rather a mindset, a process that involves active learning, pedagogic listening, interested responding and care and effective scaffolding. In an inquiry-based kindergarten you will hear the teacher saying "I wonder", "what if…","how can we find out?" and "tell us or show us what you are learning as you go". It is a dynamic process that is driven by children's curiosity and wonderings, that places children's ideas and questions in the centre, that demands a flexible and responsive teacher and that is engaging for everyone involved.

During play the children choose the activity, their playmate(s), and their materials. This is an important opportunity for children to develop and practice social and emotional self-regulation skills. It also fosters inquiry and engagement in learning.

Despite its unstructured appearance, successful play-based learning time relies on thoughtful planning about materials, set-

up, and environment. It is intentionally planned to focus on children's interests and developmental levels, while at the same time remaining mindful of the big ideas, overall, and specific expectations as set out in the program.

It is important to use documentation to learn more about your teaching, observing and documenting what is happening in your kindergarten classroom. What professional critical inquiry might you consider?

1. What is Play-based Learning?

2. Is play "…the platform for inquiry and exploration" (ELECT 2007)?

3. What kinds of play happen in your classroom?

4. Which children engage most frequently in…

   - unoccupied play
   - solitary play
   - on-looker play
   - parallel play
   - co-operative play
   - pretend play or socio-dramatic play

5. What kinds of learning happens in situations that are 'free play'?

6. What are some examples of adult guided play that were effective and why?

7. Are children engaged in passive play when they are just being entertained and what are they learning?

8. What areas of the classroom are the most productive for learning?

9. What equipment makes a difference to the way children play and how they learn?

10. What can we do as the kindergarten team to 'lift the learning' of the children?

Form of play	Skills and types of learning supported through play	What you might see children doing
Pretend or pretense play	- self-regulation - communication - thinking - comparing - planning - investigating - problem-solving - experimenting - negotiating - evaluating	- trying out a variety of roles and scenarios - taking the perspective of someone else making - mental representations - getting along
Socio-dramatic play	- literacy acquisition - narrative recall - use of complex language - development of schemas - organization of mental scripts	- determining tasks and goals - carrying them out - creating environmental print - storytelling
Constructive play	- self-regulation - planning - use of language - pretend play - development of fine motor control - development of ability to connect symbols and shapes with letters and numbers in print	- building - planning - coordinating (FDELKP, 2010)

It is outdoor playtime, and Ben, Rajan, and Madison are playing hopscotch outside in the playground. These three children often play together and over the course of a few days the kindergarten team have noticed that the children have difficulty in taking turns appropriately; often argue, and quickly end the game. These behaviours demonstrate that the children are having difficulty reaching the goals of Social Development expectation 1.2 and Language expectation 1.6 (FDELKP 2010).

Today the same thing seems to be happening as the children try to share one stone as a marker in the hopscotch game. After a very brief discussion, the kindergarten team decides to change the focus to a more guided play activity. The ECE joins in the game modelling and supporting turn-taking by asking questions, "Whose turn is it? When can I have a go?" With the ECE's support, the game lasts a few turns before the children move off to other activities. The ECE notes that, following her modelling, the children tried to use the same types of questions to co-ordinate the game. The children's ongoing self-initiated questioning serves as scaffolding for learning through interaction with each other.

"Both child-initiated free play and more structured play-based learning opportunities should be integral parts of the early learning classroom. Children are offered choices of learning activities that reflect their developmental stages. The learning activities are designed by the kindergarten team to encourage the children to think creatively, to explore and investigate, to solve problems and engage in the inquiry process, and to share their learning with others" (FDELKP, 2010).

The following chart might guide your observations, inquiry and conversations. You could use it as a documentation tool. Did you observe other forms of play, skills or types of learning? What are some learning stories related to this?

Simple changes such as adding relevant resources to the children's play such as writing materials at the block centre or interesting floating and non-floating materials at the water table can engage and challenge children in new and self-initiated directions. The children's autonomy remains high. The team observes, interacts, and documents with the children while following the natural flow of children's engagement.

> **Document children's choices and actions to see what instructional decisions you might make. How might you scaffold to lift the learning?**

Through observations of children's choices and actions, instructional decisions about next steps in planning can be made and assessment documentation can be gathered about how the child co-operates, shares, and interacts with others and the level of oral language development. The team scaffolds learning through questioning, providing resources, listening, modeling appropriate language, and monitoring interactions and paying attention to the child and his or her learning.

"Playful learning or guided play actively engages children in pleasurable and seemingly spontaneous activities that encourage academic exploration and learning. Here, teachers using guided play have a set of learning goals in mind. They are subtly directive embedding new learning into meaningful contexts that correspond with children's prior knowledge and experiences" (Hirsch-Pasek et al. 2009).

A 2009 report from the Alliance for Childhood, quoted in *Crisis in the Kindergarten: Why Children Need to Play in School* states that, "Creative play that children can control is central to their physical, emotional, and cognitive growth. It contributes to their language development, social skills, and problem solving capacities, and lays an essential foundation for later academic learning" (Miller, 1963).

DANIELLA GALLI, FDK TEACHER   SAMANTHA ZACCARIA, FDK ECE
ANNUNCIATION OF OUR LORD, HAMILTON-WENTWORTH CDSB

Semi-structured play may involve more adult interaction, but it is still playful, active and inquiry-based. The teacher or ECE may interact during the activity but the child still has the freedom to participate or not. Knowing children's interests helps the team to design activities that will elicit participation. Again, the purpose of play is to guide by scaffolding children's learning through conversation, questioning, modelling, and active engagement in learning opportunities, for example: reading, playing math games, developing a story together,

writing a letter, inquiring about an idea, giving a specific invitation to try something or problem-solving.

The children are interested in making boats for the water table using different materials such as paper cups and plates. The team decides to add Playdoh to the water table materials. As the children explore the material, they make the surprising discovery that Playdoh that is flattened and made into a boat shape floats while Playdoh that remains in a ball shape sinks. What has begun as a play activity, can be further enhanced by the questioning and interactions of the teacher or ECE who has observed their play.

Using the big ideas, overall and specific expectations as guidelines, the Kindergarten team sets goals as they observe the activities of individuals or groups of children. As children work through the activity, the team is able to more closely observe their learning and provide support or challenge as appropriate. For example, the team wants the children to begin to understand some of the concepts of measurement. A new table has been delivered to the classroom. The ECE tells the children she wonders how much space the new table would take up and where they think it might fit best in the classroom. With guidance, the children begin to make measurements, estimates, and pictures to determine the best location for the

table. Such guided play is also effective in helping children come to understand how to self-regulate in play.

> **What roles do the teacher and the ECE each take during the day? Are they well matched to expertise, interest, skill set? What roles do they feel confident and competent to take or to share? What roles would you like some support in?**

Both members of the team are responsible for participating in, observing, and documenting the evidence of learning in all the program learning areas during the large blocks of time devoted to play.

Careful consideration needs to be given to how the team members will work together during this time. Will the teacher and ECE be playing with different groups of children in different areas? Will one member of the team observe a small group while the other manages the play in general? Will one member of the team participate in play while the other observes the play? Will one member focus on specific expectations needed by a small group or individual?

> **Play needs to be intentionally planned and co-constructed with the children themselves. Learning opportunities arise out of the free play interests of the children. The team plans from within a framework consisting of the big ideas, the overall expectations, and the specific expectations. Within this framework there is flexibility and adaptability for the developmental, social, emotional and spiritual conditions of individual students. As the kindergarten team interacts with the children, they respond to, extend and challenge their thinking.**

Under a tree during an outdoor activity, Ms. Marshall, the teacher, has just read to the whole group Doctor Seuss's *The Lorax* in honour of Earth Day and the small group around her has had a lively discussion about litter. She shares the Gospel message that we need to be stewards of the earth. That by keeping the earth unpolluted, we are showing our love for other people on the earth and for the generations to come. The children recite a short prayer about loving all things in which children offer suggestions for different things in the environment that they are grateful for. New materials such as the first leaf of spring as well as pictures of birds, trees and flowers are added to the prayer centre. The children are invited to spend time at the prayer centre and to add other things they are thankful for.

After the lesson, children make choices about where they are going to play. Several of the children want to make posters telling everyone to be good to the earth and not to litter to put around the prayer centre. Ms Smyle, the teacher, helps the group with their posters by helping them to brainstorm some ideas for pictures and words. Other groups are in other centres. One group is continuing to build a castle that they began the day before in the block centre, although now they are making a special garbage can that turns garbage into food. Another group is acting out a story similar to *The Lorax* in the drama centre. Not all children are engaged in play related to the Lorax. They have the freedom to pursue their own interests. Ms. Marshall joins two children who appear to be playing side by side with some blocks, but with no interaction or mutual engagement. She starts a conversation that becomes a three-way conversation, and the two children begin to share what they are doing with each other and decide to work together to build a spaceship to another planet. In this scenario, play-based activities have taken the children in different directions, following different interests that may or may not connect back to the book that was read, but in each case, learning has taken place and is scaffolded as appropriate by the teacher and ECE. The important common element is that the teacher and ECE take an inquiry stance in their interactions with the children through provocative questioning, gentle probing and patient modelling of behaviours.

Invitation to reflect

What evidence did you note that demonstrated self-regulation skill development for each of your children? What were the conditions of learning that might have fostered that?

What changes to the learning environment have you made? What effects did these changes have? Why is changing itself interesting to consider?

Appendix 1
forms and resources

Appendix

APPENDIX A: Cambourne's Conditions of Learning

Schematic Adaptation of Brian Cambourne's Model of Learning

- Learners need to be immersed in content-area study → IMMERSION
- Learners need to receive many demonstrations of content-area learning → DEMONSTRATION

Must be accompanied by *engagement*

- Learners are influenced by expectations, which are powerful shapers of behavior → EXPECTATIONS
- Learners need to make their own decisions about when, how, and what "bits" to learn → RESPONSIBILITY
- Learners need time and opportunity to use and practice new learning in realistic ways → USE
- Learners must be free to approximate desired study, as mistakes are essential for learning to occur → APPROXIMATION
- Learners must receive relevant, appropriate, timely, nonthreatening feedback → RESPONSE

Probability of *engagement* is increased if these conditions are present

APPENDIX B: OBSERVATION RECORD

(courtesy of Deb Watters, Wellington CDSB)

Observation Record for:			
Date:	**Observation**	**Child's development**	**Possible extensions**
	Example: _____ is at the _____ She is _____ Teacher says: Child says:	Example: L 1.5 – Use language in various contexts to connect new experiences with what they already know.	Example: Provide child with _____

APPENDIX C: Collecting Conversations

(courtesy of Deb Watters, Wellington CDSB)

Date-	Educator-
Context-	
Title	Reflections/Interpretation

Appendix D: Developmentally Appropriate Planning Guides (Health, Language, Math, Personal, Science, Arts, Technology) (Courtesy of Deb Watters, Wellington CDSB)

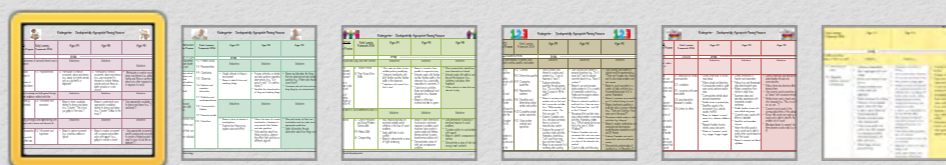| Learning Area: THE ARTS The Full-Day Learning – Kindergarten Program Draft 2010–2011	Early Learning Framework 2006	Ages 3–4	Ages 4–5	Ages 4–5	Ages 5–6
DRAMA and DANCE		Initially ——————————————————————————————————→ Eventually			
Overall Expectation 1: demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance		Indicators	Indicators	Indicators	Indicators
D1.1 demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance D1.2 explore a variety of tools and materials of their own choice to create drama and dance in familiar and new ways	4.3 Representation	o Participate in creative movement, dance and drama (e.g., begins to imitate animals such as a butterfly or elephant)	o Participate in creative movement, dance and drama (e.g., uses movement to interpret or imitate feelings, animals and such things as plants growing or a rain storm)	° Participates in creative movement, dance and drama (e.g., galloping, twirling and flying or performing almost any other imagined movement in response to music)	° Participates willingly in creative movement, dance and drama (e.g., participates in a group movement experience and suggests ways to move and imitate animals
Overall Expectation 2: demonstrate basic knowledge and skills gained through exposure to drama and dance and drama- and dance related activities		Indicators	Indicators	Indicators	Indicators
D2.1 explore different elements of drama (e.g., character, setting, dramatic structure) and dance (e.g., rhythm, space, shape)	5.3 Movement and expression	° Begins to learn vocabulary related to drama and dance (e.g., Teacher "This is how you gallop to the music.")	° Begins to understand some appropriate vocabulary related to drama and dance (e.g., Teacher "Gallop to the music.")	° Uses appropriate vocabulary related to drama and dance (e.g., "I can twirl and bend.")	° Uses appropriate vocabulary and demonstrates an understanding of vocabulary related to drama and dance (e.g., "When I move my arms I'm pretending to be a bird.")
Overall Expectation 3: use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in drama and dance both individually and with others		Indicators	Indicators	Indicators	Indicators
D3.1 use problem-solving skills and their imagination to create drama and dance D3.2 dramatize rhymes, stories, legends, and folk tales from various cultures, including their own	5.3 Movement and expression	° Begins to explore movement (e.g., crawling, walking on tiptoe)	° Begins to explore movement with a purpose and problem solve with support (e.g., gallops to imitate a horse)	° Uses appropriate movements for a specific purpose and can problem solve to create a finished product (e.g., "I need to sway to look like an elephant.")	° Problem solves and explores alternative ways to use movement for a purpose (e.g., uses pantomime to show the actions of a specific animal)

Guides for Language, Mathematics, Personal, Science, Technology

APPENDIX E: STICKY NOTE LEARNING TEMPLATE

(courtesy of Deb Watters, Wellington CDSB)

Sticky Note Learning Story Template

Insert picture here

Observations

Reflection/Analysis

Extensions/Challenges/Next Steps

APPENDIX F: Learning Story Template

The Curriculum in Action

The Story (or context here - brief)	**Curriculum Expectations** (show here)
Describe the encounter with child or children (transcription of conversation of annotated photos)	*As children progress through the Full Day Early Learning Kindergarten Program, they:*
Next Steps:	

APPENDIX G: PREPARING FOR DOCUMENTATION CHECKLIST

Preparing for Documentation

It helps if you organize your supplies and equipment to support the forms of documentation you will collect and store. The lists below are designed to help you develop a plan.

Recording Observations

- ☐ Recording tools
- ☐ Post-it notes
- ☐ Index cards
- ☐ Self-adhesive file or address labels
- ☐ Date stamp
- ☐ Apron with pockets
- ☐ Clipboards
- ☐ Digital camera or iPad or
- ☐ Digital editing program (Photoshop)
- ☐ Video camera or iPad or Flip camera
- ☐ Digital audio recorder or iPad
- ☐ Scanner

Where will I keep my observations?

- ☐ Folders
- ☐ Expandable files
- ☐ File crate
- ☐ Cabinet
- ☐ Index card box
- ☐ Pocket chart
- ☐ Albums
- ☐ Binders

- ☐ Digital organizing imaging program
- ☐ Transparent notebook pockets
- ☐ Scan to memory sticks
- ☐ Photograph them
- ☐ Homemade art portfolio (2 sheets of Bristol board and tape)
- ☐ Horizontal storage shelves
- ☐ Vertical storage shelves
- ☐ Scan and reduce on a copier

Consideration in Developing Documentation Panels (bulletin board or trifold display)

- ☐ How much space will I need?
- ☐ Have I considered how to display artifacts of learning?
- ☐ How to care for 2D drawings and painting and 3D artifacts?
- ☐ Can I use mirrors or lighting to add interest to part of my display?

Some of the tools and equipment for the teacher below may be helpful:

- ☐ Desktop publishing software
- ☐ Foam-core panels (tri-fold)
- ☐ Poster board panels
- ☐ Large meter sticks
- ☐ Double-stick tape
- ☐ Spray adhesive
- ☐ Dry adhesive sheets
- ☐ Cool glue guns
- ☐ Small clip on lights

- Corner mirrors

- Large fabric pieces (various textures)

- Art knife

- Self-sealing cutting knife

- Scissors

- Straight edge

- Matting in various colours

- Tips for Organized Storage of Displays

- Use a box (the kind poster board comes in) to organize and store display panels.

- Use a large cardboard box to store foam-core displays. Cut the top part of the sides at a 45 degree angle to make "flipping through" the displays easier. Label each panel on the back as to project, date and so forth.

- Use cardboard mailing tubes to store large items such as murals.

- Create displays for enlargement with, take pictures and store on computer

Displaying in Other Places

When we display documentation of the learning that is taking place in our classrooms, we open the door for dialogue.

- Professional learning community meetings

- School special occasions such as Education Week

- Public library

- Community centre

- High schools

- Meetings of local clubs

- Bank lobby display areas

- Mall

- Children's bookstore

- Business related to the topic of the display

- Museum

- Retirement centres

- Extended

- Local college display cases

- Professional conferences

- Professional journals

- Popular magazines

(adapted from Helm, Beneke, Steinhemer, 2007)

Topic Title for Learning Story

Description of event

Key Detail 1

Key Detail 2

Key Detail 3

Curriculum Link:kindergarten.html

Concluding statement about this Learning Story

54

Appendix 2
footnotes and further info

Note 1 p. 10

Child study, also called paidology or experimental pedagogy, was the attempt to apply the methods of modern science to the investigation of children in order to discover the laws of normal child development. The child-study movement arose in the last decade of the nineteenth century in several Western countries and was inspired by a number of social reform movements that aimed to improve the health and welfare of children. The connection between child study, schools, teachers, and movements for educational reform was particularly strong, because many reformers viewed the educational system as the most promising avenue to improve the conditions of children and to create the conditions for a better and more just society. They became convinced that scientific insights into the nature of children would aid their efforts. Initially, the child-study movement was inclusive: teachers, parents, ministers, psychologists, educational administrators, physicians, psychiatrists, and others concerned with the welfare of children participated in its research. After the turn of the twentieth century, psychologists and physicians aimed to make child study scientifically respectable by excluding lay researchers. In their hands, child study became the science of child development and developmental psychology. Consequently, research into child development became a field of academic inquiry and lost its ties to social and educational reform.

http://www.faqs.org/childhood/Ch-Co/Child-Study.html

Note 2 p. 16:

The Zone of Proximal Development, or ZDP, Vygotsky suggests is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer" Vygotsky, 1978, p.86)

Note 3 p. 25:

This educator describes the origins and functions of her understanding of the "wonderful ideas" that promote cognitive growth in children and adults. She defines these ideas as "the essence of intellectual development" . Wonderful ideas are ideas that the learner "owns" as the result of finding and solving problems that the learner sets for him/her self. Her thesis is that, "… the development of intelligence is a matter of having wonderful ideas…When children are afforded the occasions to be intellectually creative-by being offered matter to be concerned about intellectually and by having their ideas accepted-then, not only do they learn about the world, but their general intellectual ability is stimulated as a happy side effect." In her essay she analyses and identifies the features of the learning environment , the role of the teacher, and the mental and emotional knowledge of the learner, that, in concert result in the exploration of wonderful ideas. In conclusion she makes a strong case for the unity of all creative acts- be they mundane or earth-shaking. "…the nature of creative intellectual acts remains the same, …whether it is…Kevin who had the idea of putting straws in order of their length, or a cook who conceives of a new

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How to do documentation

2

Good documentation creates a shared understanding for other educators, parents and children. It recognizes children's ownership of their learning and it celebrates their rights as individual learners.

Considerations for documentation

Good documentation creates a shared understanding for other educators, parents, and children. It recognizes children's ownership of their learning and it celebrates their rights as individual learners. Documentation of children's learning needs to be more than photographs on a bulletin board. The purpose of documentation is to make visible children's understanding and to provide the kindergarten team with evidence for determining next steps as well as artifacts for children to use for ongoing reflection about their own learning.

The kindergarten program stresses that children show their understanding by *doing, showing and telling*. The kindergarten team encourages such behaviour by listening and asking probing questions and then creating an authentic record of the dialogue, reflection, and analysis of the learning. It is a cyclical process. Children play and inquire, the team listens and observes and then responds with resources, questions, ideas, and learning opportunities that are intentionally planned to provoke and support further learning and assessment.

Children are always given ample time to demonstrate their learning through varied learning opportunities that are appropriate for their stage of development and that are within the range of things they can do with and without guidance in their zone of proximal development (ELKP, p. 33).

Some prompts that teams use to help children think about and articulate their learning and questioning are shown below:

- Tell me about....
- I noticed that you....
- Why?
- What makes you think that?
- What did you notice about....?
- What do you think will happen next?
- How did you feel when...?
- How do they feel when...?
- What happened when...?
- Why did you do...?
- Why do you think that happened?
- What clues did you use to figure that out/
- What do you think you could do to....?

- If you... what do you think will happen?

- What are some things you need to do?

- Can I help you to do that?

- Can you help me to do this?

- How will you decide...?

- What were you thinking when you did that?

- How does knowing.... help us figure out....?

- Does this remind you of.....?

MOVIE 1.1 Spontaneous documentation
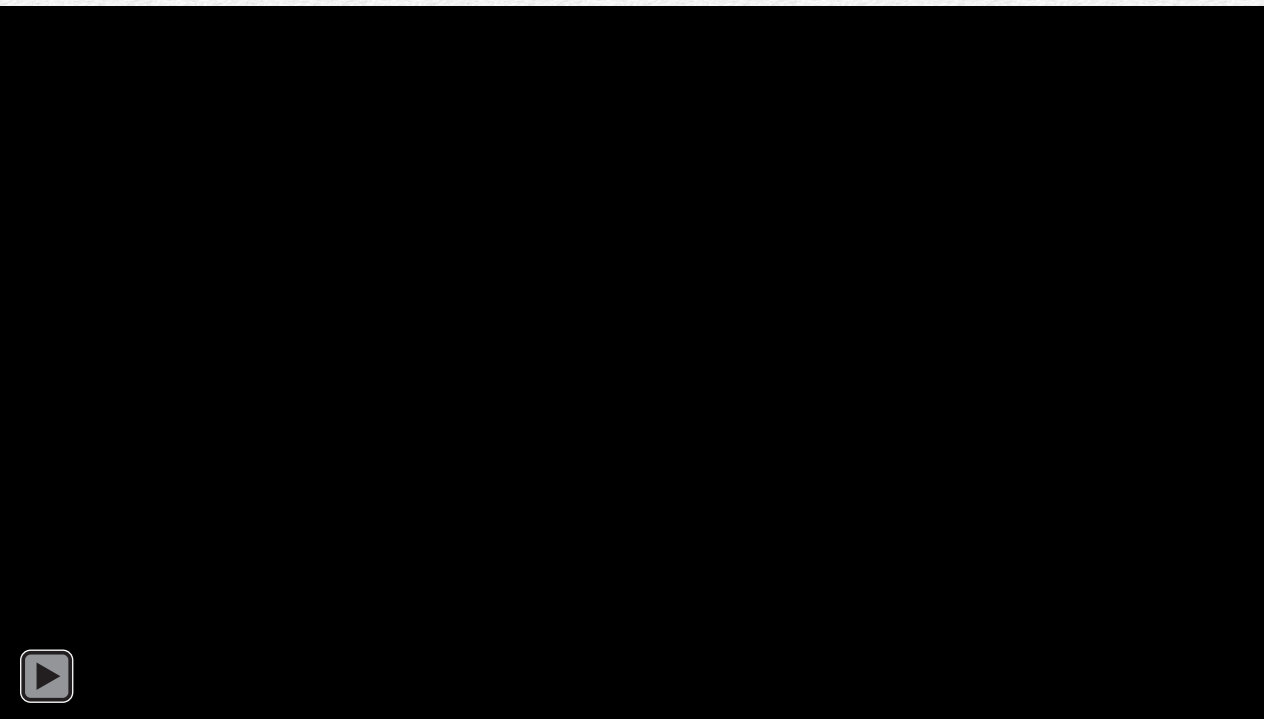
In the movie clip below, Daniella Galli and Samantha Zaccaria of Hamilton-Wentworth CDSB discuss spontaneous documentation that arises out of an unforeseen divergence in the play but which can provide excellent fodder for further prompting and questioning to lift learning to new levels of growth. See Appendix G: Preparing for documentation checklist which provides some information for how to do documentation.

Keeping Parents Informed

At the beginning of the school year, inform parents of your intention to create documentation that may include photographs or video and audio recordings. Let them know explicitly if any of the documentation will be posted or shared on the internet (such as through Google Drive or a shared Dropbox). On the following page is a sample letter that you may want to use or adapt. Both Google Drive and Dropbox can be password protected so that only the parents or guardians of the children in the classroom can see photos, videos or hear audio. Each school (or the board) has a sample permission letter that must be signed by the parent or guardian before photographs or other documentation can be shared on-line even in a password protected Google Drive or Dropbox space.

Dear Family,

Throughout this year, we will be documenting your child's growth and development through the learning experiences we have in our classroom. This documentation will provide us and you with the opportunity to observe your child's growth over time, to determine their interests and needs and to establish next steps for enhancing and improving learning.

Documentation has many forms. We will be using individual portfolios for each child. These will include photographs, pictures, samples of work, and checklists of individual concepts and skills based on the expectations of the kindergarten program. We will also develop learning stories or documentation panels about individual or groups of children as they engage in play and pursue inquiries and projects. These will be displayed on our classroom and hallway bulletin boards.

A major purpose of documentation is for children to reflect on what is happening in the classroom. Documentation also makes visible the children's learning and links it with success criteria and the program expectations.

We hope that you will come and view the displays with your child. There will be many opportunities for family members to help document. Many of the learning stories that will be sent home, lend themselves to a conversation about what the child has been doing in school. We encourage you to ask your child to share their thoughts on the learning stories. The experience of re-telling the events of the learning story by the child will provide you with insight into your child's learning.

We look forward to sharing the documentation with you.

Yours sincerely,

Ms. Bond

Ms. Khan

Observation for documentation

Observation, as well as the documentation of observations, is the most important method for gaining assessment information about a young child as he or she works and interacts in the classroom. Observation should be the primary assessment strategy used in the early learning program. The Early Learning–Kindergarten team should focus their observations on specific skills, concepts, or characteristics, as described in the learning expectations, and record their observations....There are various ways of documenting observations, such as using anecdotal notes, checklists, and rating scales (ELKP, 2010, p. 31.

Observation is the process of listening and watching, and where appropriate interacting, with children for the purpose of gathering evidence about the child's overall development, learning styles and interests. It is the primary method for good documentation of learning. "Daily observation should include both planned observations and on-the-spot observations" (ELKP, 2010 p. 31).

Early in the year observations help to establish how the child is adjusting to school and transitioning into kindergarten.These early observations are the beginning of baseline data that shows progress over time.The time adults spend observing and documenting, and then interpreting and reinterpreting documentation will make the time spent with children all the more meaningful and responsive

Program documents provide the basis for focused observations 'what to look for'. The overall expectations identify what children should achieve.The specific expectations offer guidance for planning and observing in multiple areas.

Observing the process of learning can provide valuable insight into a child's thinking, his or her ability to sustain an interest, and to problem-solve. Sometimes, too much emphasis is placed on the product rather than the process of learning. It can be overwhelming to think of what to observe - there are so many possibilities. Asking questions, such as these below, can be a starting point.

- What do I need to find out about the children to get to know them as learners?

- What do I need to learn in order to plan to meet their needs?

- What do I need to see children demonstrating that will indicate they are meeting expectations or moving toward them?

- What are the children saying, doing and representing as they engage in play and inquiry?

- How can we respond to, challenge and extend their learning?

It is the combination of observation, conversations and artifacts that enhances the reliability of all of the other data. Observation allows the teacher and ECE to watch and listen to discovery and learning that is occurring presently for a child.

Where to observe?

- gym

- hallways

- outdoors

- in small and large groups in the classroom

- at centres

- with peers

- with adults

- during circle time

- during transitions

- snack time

- in the library

- on field trips

- throughout all parts of the day

- etc.

Teachers carefully listen to and watch individuals and groups of children as they interact in a variety of contexts. At times, the teacher is an observer allowing the flow of student interaction to go on uninterrupted. At other times, the teacher may inject key questions planned in advance and comments to uncover, extend or challenge student thinking. Having a clear understanding of the learning goals linked to clusters of curriculum expectations in addition to knowledge of the developmental stage of the child, allows teachers to design a repertoire of open-ended prompts that elicit the kinds of information that lead to a more comprehensive profile of the child". (Primary Assessment Monograph, Sept., 2010, p. 2)

How to document observations? See also Appendix B Observation Record. See also Appendix D: Developmentally Appropriate Planning Guides (Health, Language, Math, Personal, Science, Arts, Technology) (Courtesy of Deb Watters, Wellington CDSB

As noted in the previous chapter, the kindergarten team has a variety of methods for capturing observations: anecdotal comments, learning stories, documentation panels, checklists and audio and video recordings. Below are some samples from the field of recording methods used for observations. Observation records

Gaylene Hagarty, a consultant from Huron-Perth Catholic District School Board, uses an 'Observation Record' sheet in a form which indicates the date and a short anecdote of the learning with two columns to the right or on an additional page

Observation Record for:			
Date:	Observation	Child's development	Possible extensions
	Example: _____ is at the _____ She is _____ Teacher says: Child says:	Example: L 1.5 – Use language in various contexts to connect new experiences with what they already know.	Example: Provide child with _____

for the expectations and for possible extensions.

Appendix 1
forms and resources

Appendix

Schematic Adaptation of Brian Cambourne's Model of Learning

Learners need to be immersed in content-area study _____	⟷ IMMERSION	
Learners need to receive many demonstrations of content-area learning_ _____	⟷ DEMONSTRATION	Must be accompanied by *engagement*
Learners are influenced by expectations, which are powerful shapers of behavior _____	⟷ EXPECTATIONS	
Learners need to make their own decisions about when, how, and what "bits" to learn	⟷ RESPONSIBILITY	
Learners need time and opportunity to use and practice new learning in realistic ways	⟷ USE	Probability of *engagement* is increased if these conditions are present
Learners must be free to approximate desired study, as mistakes are essential for learning to occur _____	⟷ APPROXIMATION	
Learners must receive relevant, appropriate, timely, nonthreatening feedback _____	⟷ RESPONSE	

APPENDIX B: OBSERVATION RECORD

(courtesy of Deb Watters, Wellington CDSB)

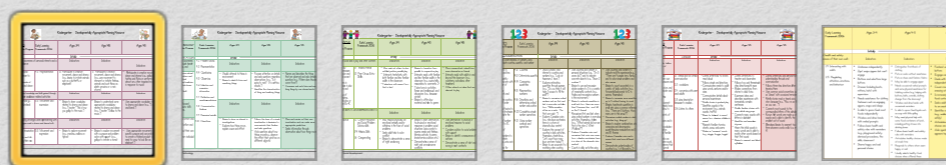| Observation Record for:			
Date:	**Observation**	**Child's development**	**Possible extensions**
	Example: _____ is at the _____ She is _____ Teacher says: Child says:	Example: L 1.5 – Use language in various contexts to connect new experiences with what they already know.	Example: Provide child with _____

APPENDIX C: Collecting Conversations

(courtesy of Deb Watters, Wellington CDSB)

Date-	Educator-
Context-	
Title	Reflections/Interpretation

Appendix D: Developmentally Appropriate Planning Guides (Health, Language, Math, Personal, Science, Arts, Technology) (Courtesy of Deb Watters, Wellington CDSB)

Learning Area: THE ARTS The Full–Day Learning – Kindergarten Program Draft 2010–2011	Early Learning Framework 2006	Ages 3–4	Ages 4–5	Ages 4–5	Ages 5–6
DRAMA and DANCE		Initially →			Eventually
Overall Expectation 1: demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance		Indicators	Indicators	Indicators	Indicators
D1.1 demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance D1.2 explore a variety of tools and materials of their own choice to create drama and dance in familiar and new ways	4.3 Representation	o Participate in creative movement, dance and drama (e.g., begins to imitate animals such as a butterfly or elephant)	o Participate in creative movement, dance and drama (e.g., uses movement to interpret or imitate feelings, animals and such things as plants growing or a rain storm)	° Participates in creative movement, dance and drama (e.g., galloping, twirling and flying or performing almost any other imagined movement in response to music)	° Participates willingly in creative movement, dance and drama (e.g., participates in a group movement experience and suggests ways to move and imitate animals
Overall Expectation 2: demonstrate basic knowledge and skills gained through exposure to drama and dance and drama– and dance related activities		Indicators	Indicators	Indicators	Indicators
D2.1 explore different elements of drama (e.g., character, setting, dramatic structure) and dance (e.g., rhythm, space, shape)	5.3 Movement and expression	° Begins to learn vocabulary related to drama and dance (e.g., Teacher "This is how you gallop to the music.")	° Begins to understand some appropriate vocabulary related to drama and dance (e.g., Teacher "Gallop to the music.")	° Uses appropriate vocabulary related to drama and dance (e.g., "I can twirl and bend.")	° Uses appropriate vocabulary and demonstrates an understanding of vocabulary related to drama and dance (e.g., "When I move my arms I'm pretending to be a bird.")
Overall Expectation 3: use problem–solving strategies when experimenting with the skills, materials, processes, and techniques used in drama and dance both individually and with others		Indicators	Indicators	Indicators	Indicators
D3.1 use problem–solving skills and their imagination to create drama and dance D3.2 dramatize rhymes, stories, legends, and folk tales from various cultures, including their own	5.3 Movement and expression	° Begins to explore movement (e.g., crawling, walking on tiptoe)	° Begins to explore movement with a purpose and problem solve with support (e.g., gallops to imitate a horse)	° Uses appropriate movements for a specific purpose and can problem solve to create a finished product (e.g., "I need to sway to look like an elephant.")	° Problem solves and explores alternative ways to use movement for a purpose (e.g., uses pantomime to show the actions of a specific animal)

Guides for Language, Mathematics, Personal, Science, Technology

APPENDIX E: STICKY NOTE LEARNING TEMPLATE

(courtesy of Deb Watters, Wellington CDSB)

Sticky Note Learning Story Template

Insert picture here

Observations

Reflection/Analysis

Extensions/Challenges/Next Steps

APPENDIX F: Learning Story Template

The Curriculum in Action

The Story (or context here - brief)	**Curriculum Expectations** (show here)
Describe the encounter with child or children (transcription of conversation of annotated photos)	*As children progress through the Full Day Early Learning Kindergarten Program, they:*
Next Steps:	

APPENDIX G: PREPARING FOR DOCUMENTATION CHECKLIST

Preparing for Documentation

It helps if you organize your supplies and equipment to support the forms of documentation you will collect and store. The lists below are designed to help you develop a plan.

Recording Observations

- □ Recording tools
- □ Post-it notes
- □ Index cards
- □ Self-adhesive file or address labels
- □ Date stamp
- □ Apron with pockets
- □ Clipboards
- □ Digital camera or iPad or
- □ Digital editing program (Photoshop)
- □ Video camera or iPad or Flip camera
- □ Digital audio recorder or iPad
- □ Scanner

Where will I keep my observations?

- □ Folders
- □ Expandable files
- □ File crate
- □ Cabinet
- □ Index card box
- □ Pocket chart
- □ Albums
- □ Binders

- □ Digital organizing imaging program
- □ Transparent notebook pockets
- □ Scan to memory sticks
- □ Photograph them
- □ Homemade art portfolio (2 sheets of Bristol board and tape)
- □ Horizontal storage shelves
- □ Vertical storage shelves
- □ Scan and reduce on a copier

Consideration in Developing Documentation Panels (bulletin board or trifold display)

- □ How much space will I need?
- □ Have I considered how to display artifacts of learning?
- □ How to care for 2D drawings and painting and 3D artifacts?
- □ Can I use mirrors or lighting to add interest to part of my display?

Some of the tools and equipment for the teacher below may be helpful:

- □ Desktop publishing software
- □ Foam-core panels (tri-fold)
- □ Poster board panels
- □ Large meter sticks
- □ Double-stick tape
- □ Spray adhesive
- □ Dry adhesive sheets
- □ Cool glue guns
- □ Small clip on lights

- Corner mirrors

- Large fabric pieces (various textures)

- Art knife

- Self-sealing cutting knife

- Scissors

- Straight edge

- Matting in various colours

- Tips for Organized Storage of Displays

- Use a box (the kind poster board comes in) to organize and store display panels.

- Use a large cardboard box to store foam-core displays. Cut the top part of the sides at a 45 degree angle to make "flipping through" the displays easier. Label each panel on the back as to project, date and so forth.

- Use cardboard mailing tubes to store large items such as murals.

- Create displays for enlargement with, take pictures and store on computer

Displaying in Other Places

When we display documentation of the learning that is taking place in our classrooms, we open the door for dialogue.
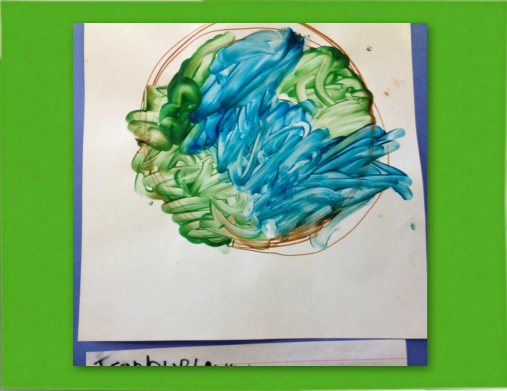
- Professional learning community meetings

- School special occasions such as Education Week

- Public library

- Community centre

- High schools

- Meetings of local clubs

- Bank lobby display areas

- Mall

- Children's bookstore

- Business related to the topic of the display

- Museum

- Retirement centres

- Extended

- Local college display cases

- Professional conferences

- Professional journals

- Popular magazines

(adapted from Helm, Beneke, Steinhemer, 2007)

Topic Title for Learning Story

Description of event

Key Detail 1

Key Detail 2

Key Detail 3

Curriculum Link:kindergarten.html

Concluding statement about this Learning Story

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Documentation possibilities

> Documentation of learning comes in many forms. The form it takes is not the most important thing. It is the description of the learning.

3

Introduction

"Educators who have made the shift toward this collaborative style … can use pedagogical documentation to rethink the meaning of 'assessment' to question their certainties about what is significant learning and what is not … uncovers new questions and suggests new paths of learning, rather than just evaluation of predetermined goals" (Edwards, Gandini, Forman, 2011, p. 283)

Children are capable, competent and curious. How do we capture the evidence that reflects their capability, competence, and curiousity? Pedagogical documentation provides a range of opportunities for doing so. The evidence collected through documentation allow for reflection and refinement of the teaching and learning processes in the classroom. Many possibilities for extending and enriching thinking and learning are uncovered. The child's contribution to the learning through their co-construction of the learning environment, their multiple levels of engagement and the possibilities for provoking further learning are also revealed through documentation. In this chapter, you will learn how kindergarten teams are rethinking the learning environment, the conditions for engagement and the types of materials for promoting thinking through various forms of documentation: newsletters, learning stories, learning panels, learning tables and video documentation. As we will see from the many examples shared there are personal responses, public celebrations of learning, quiet conversations, portfolios, published learning stories posted on walls, in halls, in windows, on panels and on-line.

Notice in the learning documentations, stories and videos, how the kindergarten teams allow and encourage children to inquire and delve deeply into issues and ideas that pique their interest. How do they co-create the learning environment and promote deep thinking? How do they honour student voice across time, space and interactions? How do the teams take advantage of play and embed opportunities for learning within the physical environment and play activities? How does the team model an inquiry stance in how they think about their practices? How do they use structures, procedures and materials to help children build their own inquiry stance?

Where is the evidence of learning?

Teachers have so many ways and places to look to find the evidence of children's learning in their kindergarten classes. In

this section, we are suggesting some of the great learning experiences to mine in your program for the data you can document, reflect on so you can develop appropriate responses to adjust your program, relate to a child in a special way, add new challenges or expand, enrich or extend the learning invitations. Everywhere we look as we scan our busy classrooms, children are working, playing, discovering, interrogating, inquiring, planning, negotiating, reading, writing and building complicated forts in the blocks. It is from places such as these and classroom experiences that we find our most meaningful documentation possibilities.

Theories of intelligence such as Gardner's (1993, 2000) suggest that there are a myriad of ways to learn, far more than previously have been recognized. In our play-based, inquiry models of learning and teaching, the options for children to flourish are much greater than when we just have a formal focus on the development of verbal/language, logical/mathematical thinking. We know that it is important to also attend to children's musical, visual/spatial, body/kinaesthetic, inter and intrapersonal intelligences. It is our job to vary our documentations to coincide with the various learning experiences in our classroom and to make our documentations real, meaningful, relevant, and respectful to our students and the various audiences who will reflect on them. We are looking for a variety of kinds of evidence and data that demonstrates or makes visible children's thinking and learning.

This diagram shows in the first level the number of vantage points that we can take to understand the learning in our classroom and on following pages we will display the possibilities arising from them.
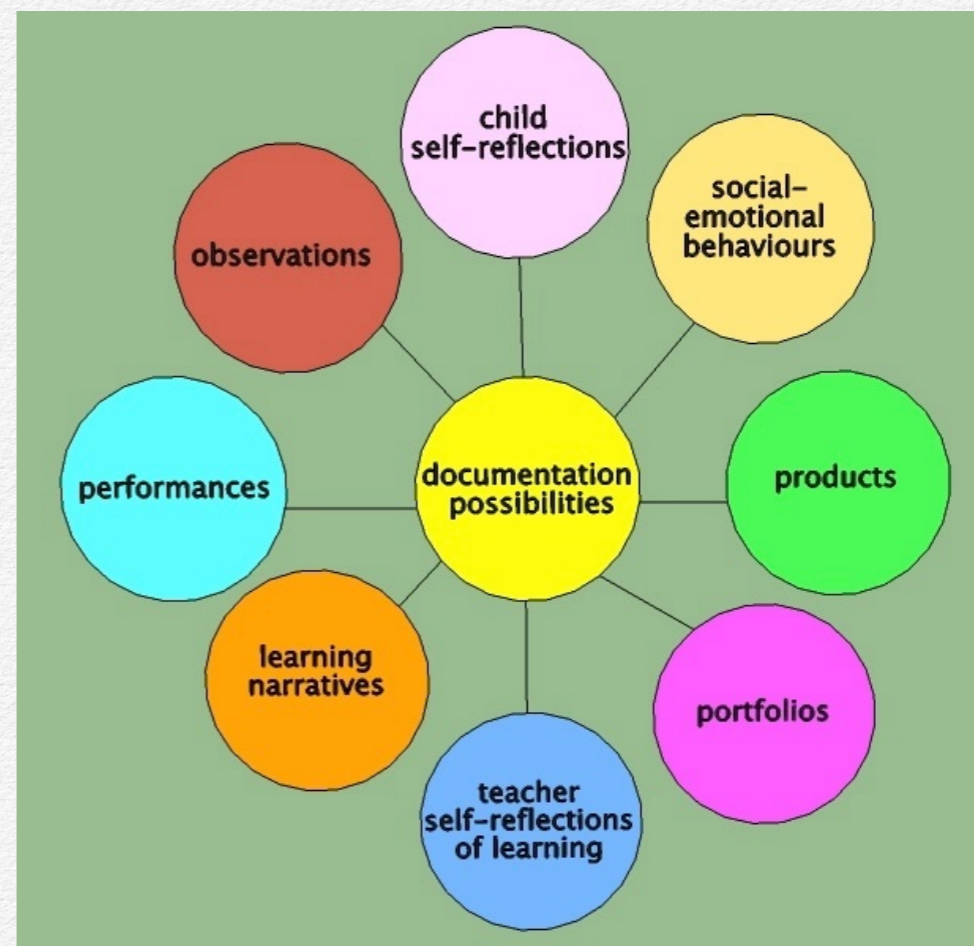
As we consider what to document, it is wise to keep in mind how the documentation will be used … what is the purpose? To reiterate, documentation is useful to guide instruction, to assess student's knowledge, skills and dispositions, to get insight through reflection to the teaching and learning processes at work in our classroom which results in professional growth and

development and finally to open a window into our classroom making our teaching and learning visible to all interested parties.

Observations of progress and learning

Diagram: "observations of progress/learning" (center) with connected labels:
- directed from hypothesis or questions
- in various settings (indoor, outdoor, & around the community)
- anecdotal notes (individual & group)
- incidental and pre-planned
- checklists related to specific expectations
- developmental checklists
- indicators of knowledge, skills, & dispositions
- ...
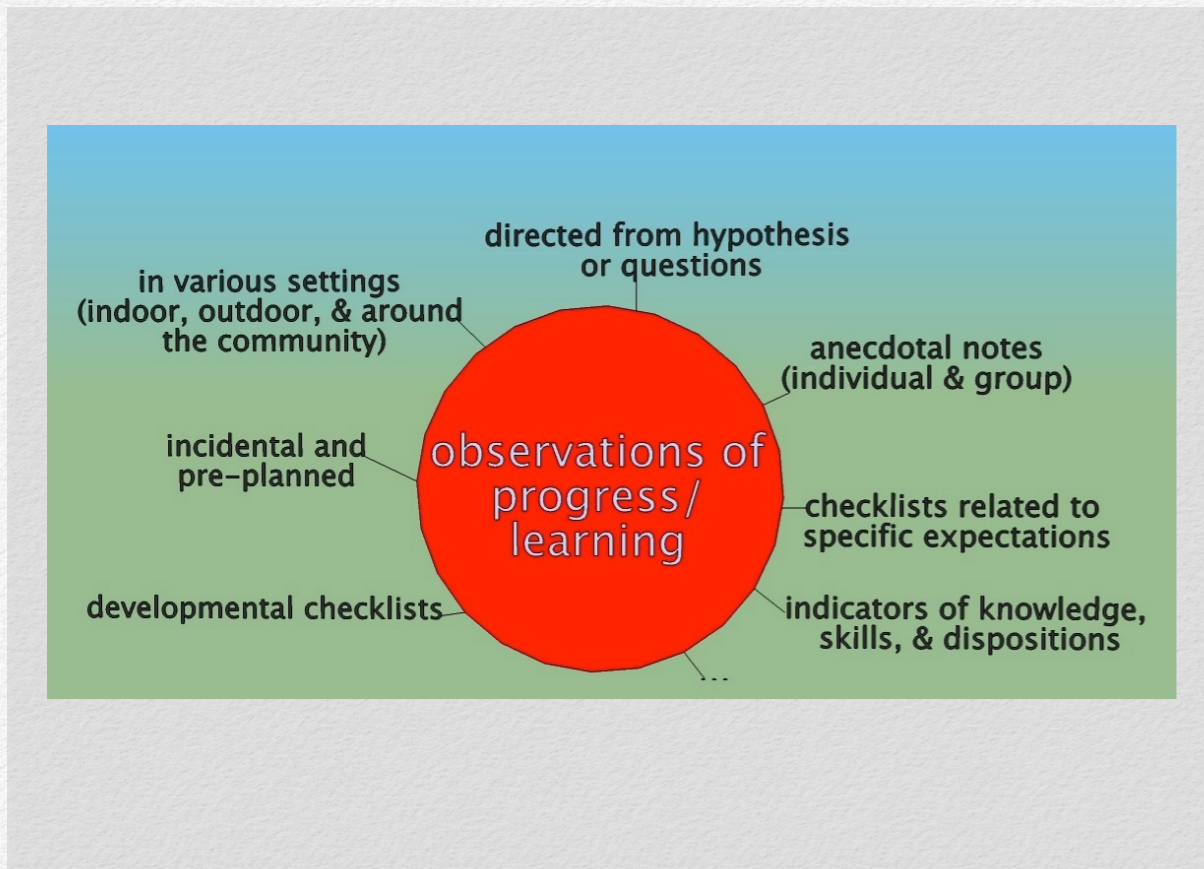
The most obvious common type of documentation used are observations of progress and learning. This has traditionally been used for reporting and making progress decisions but today we suggest it be used for much more than that. Using various forms of capturing so that there is something objective to look at and reflect on, teachers use a variety of checklists, such as developmental or skill oriented forms, they rely on
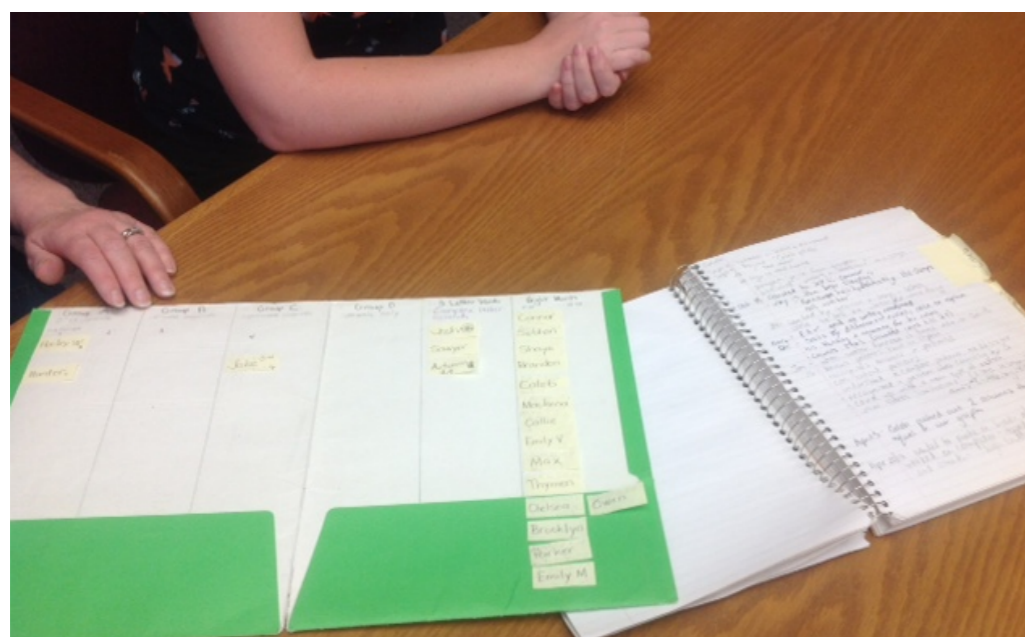
various indicators of knowledge, skills and/or dispositions towards learning, they dip into the kindergarten documents to see what the expectations are and use them as guides for inquiry, they use a variety of lenses through which they can reflect and then make decisions about what to do next. Anecdotal notes and files that are related to what the team sees in various settings, with various social groupings, looking at individual students, directed from specific hypotheses or questions, pre-planned or incidental are captured and reflected on, sorted and some saved, OVER TIME! (so keep notes dated for a developmental perspective). Kid-watching as we suggested earlier is a skill that is important to develop and as a team sharing that responsibility is so helpful. We need to Stop! Look! And Listen!...then record so that you can reflect and respond appropriately and share the story.

When your observations are combined with the other forms of documentation such as portfolios, an analysis of products and the social emotional development, there is a rich and more reliable source for meeting children's needs and re-visioning your program and everyone benefits.

When your program is a play-based, inquiry program you have a great environment to observe children's development because activities and thinking are generally child directed and teacher guided and they develop over a period of time.

How do I find the time to observe, record and then organize the data you ask. Kindergarten teams that we have met with have suggested many apps and programs that have helped them. We recognize it is difficult but remind you that you do not need to document everything constantly. It is your job to work with the children first and foremost. Pick and choose what you feel is significant and remember, most of the documentation should be raw process documentations and not necessarily done for fancy displays.

See Appendix D: Developmentally Appropriate Planning Guides (Health, Language, Math, Personal, Science, Arts, Technology) for indicators of learning. Also see below for a copy of sticky note/journal model for collecting observations. See next page for a copy of recorded conversation observations (template available in Appendix C).

Collecting Conversations - See Appendix C
(courtesy of Deb Watters, Wellington CDSB)

Date: Nov. 2012	Context: Learning Centre with shapes and figures with student Iz
Iz-Out of a square	Iz is sharing her knowledge of 3D shapes
Teacher (T)-Can I watch how you do it? How are you going to do it?	
Iz-Like this, I put a stick on top and then a ball on top and then you just put a stick here and you make a cube	She is exploring the relationship between 2D shapes and 3D shapes and comparing them
T.- So are you saying that there is a square inside the cube? WAIT TIME	
T. -So are you saying that there is a square inside the cube?	She is connecting to prior knowledge with a movie that she saw (G3.1-G3.5) (7 Mathematical Processes)
Iz- Noooo, I am making a square here and then I put this on top. (picking up square)	
T.-Oh I see	
Iz-Cause this looks like a square	
So you've got one square on top of the other square and that makes what?	Communicating her ideas orally in an effective way (L 1.2, 1.5, 1.6, 1.7, 1.9)
Iz- A cube.	
My brother just learned it from Transformers.	
T.-Oh he learned it from Transformers, how did he do that?	Demonstrating self-motivation, initiative and confidence (SE 2.1, 2.3)
Iz- Um we have a movie of it..	
T.-And it showed you how to make a cube out of squares?	
Iz- No, ho, ho, the Transformers not out of squares, the Transformers wanted the cube to look for it.	
T.-Oh I see, so they used the word cube in the Transformers movie?	
Iz- Yeah cause it's a cube.	
Possible Extensions/Challenges/Next Steps	
Continue exploring the relationship between 2 and 3D shapes. Provide other materials to build shapes with. Go on a shape scavenger hunt to find shapes in her environment.	

Portfolios or learning folders
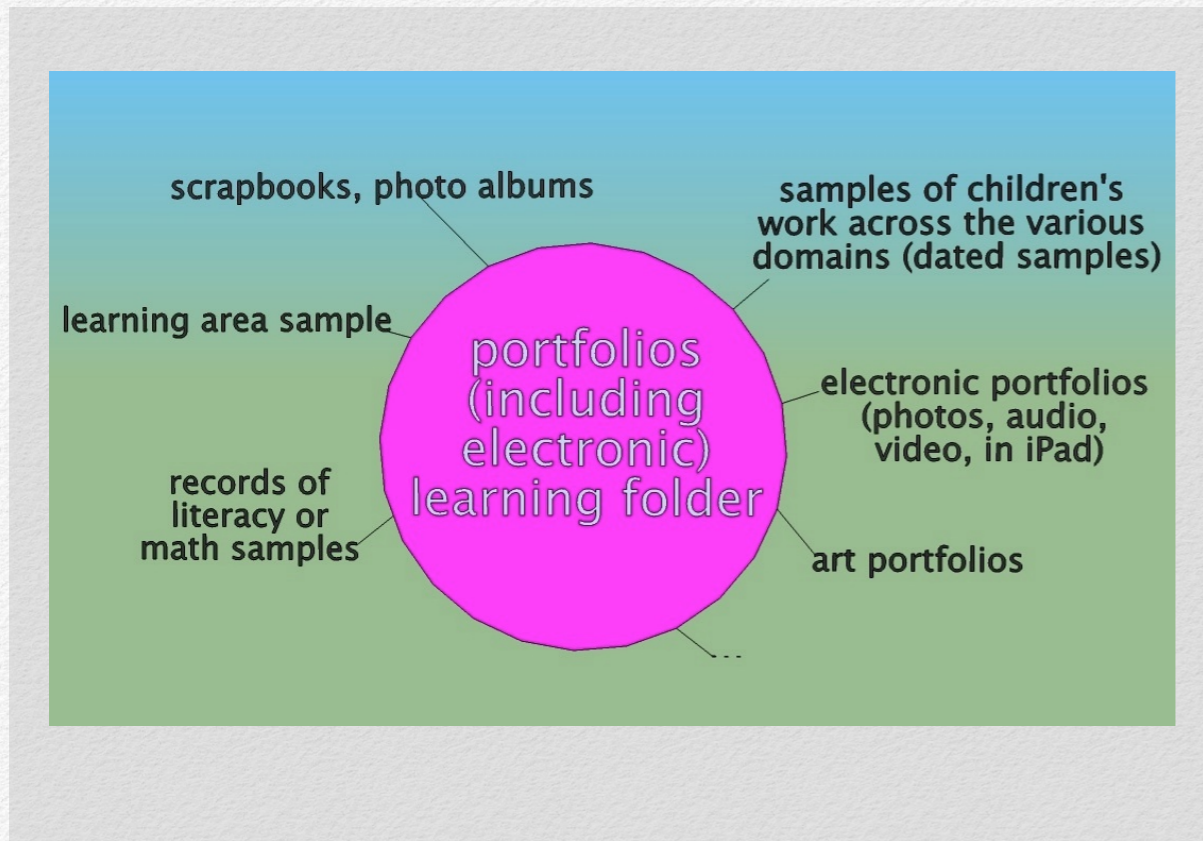
Portfolios or learning folders are purposeful collections of a child's work and representative of their learning efforts, efficiencies, progress/development and special achievements or learning opportunities. In fact, what you have observed and captured could well fit into a portfolio. An individual's portfolio might be a box of artifacts that the child has produced, a file folder of art work, literacy or math work samples, a scrapbook or album, a file on the iPad, photos or videos…electronic

portfolios and samples of children's work across the various expectations.

One teacher described that she had a learning centre portfolio with samples of what children had done in that centre so that she and her partner could look at a collection of pictures that displayed development of the centre and the many possibilities for learning that were evident. As a result of the housekeeping centre portfolio, the team made decisions about how to promote it differently, what things they could add to it to make it appealing to both boys and girls and to the different cultures of the children in their room. They saw the movement patterns that facilitated good use of the space and limited running through and around it. This portfolio directly affected their program decisions.

Meisels and colleagues (1994) remind us that "Portfolios capture the evolution of children's competence, providing rich documentation of their classroom experience throughout the year" (p.13).

Portfolios capture:

•   The qualities of a child's thinking, work, interests and aptitudes

•   Growth over time…development

- The possibility for children to use their portfolios for self-assessment

- The inquiries that have captured the child and the classroom experiences available and appealing to the child

- Data for the team and parents to reflect on and have discussions about to make decisions

How do you choose the samples of work or artifacts that would matter? Samples of the same sorts of things over time is helpful. For example choosing a writing sample from early in the year, the middle and the end show development. If this is done for every child, you have relative data to use. Exceptional work should be saved to celebrate. Remember you can sort and classify your portfolios, weeding them out as you add more material. Do this with the children and take advantage of a time to celebrate their approximations, look at learning opportunities to set new goals, foster their metacognitive understanding and therefore affect their identity as a learner…use it to share with parents.

Some things to consider including in a portfolio are as follows:

- learning stories

- photos with captions stating what learning it represents

- work product samples with comments

- any current evidence of success in a skill or behaviour (avoid

- a list of books read to the child

- a list of books or materials read by the child

- samples from lesson plans that relate to a child's learning

- notes, emails, newsletters of some relevance

Websites that may help you set up class portfolios are listed below:

http://eworkshop.on.ca/edu/pdf/Mod17_user_guide.pdf (mainly a guide to writing portfolios but contains some useful templates. If link is broken go to http://eworkshop.on.ca and search for Independent Reading Assessment Tools))

Figure -.-://www.scholastic.com/teachers/article/power-portfolios

http://pinterest.com/fiona80/ece-documentation-portfolio-ideas

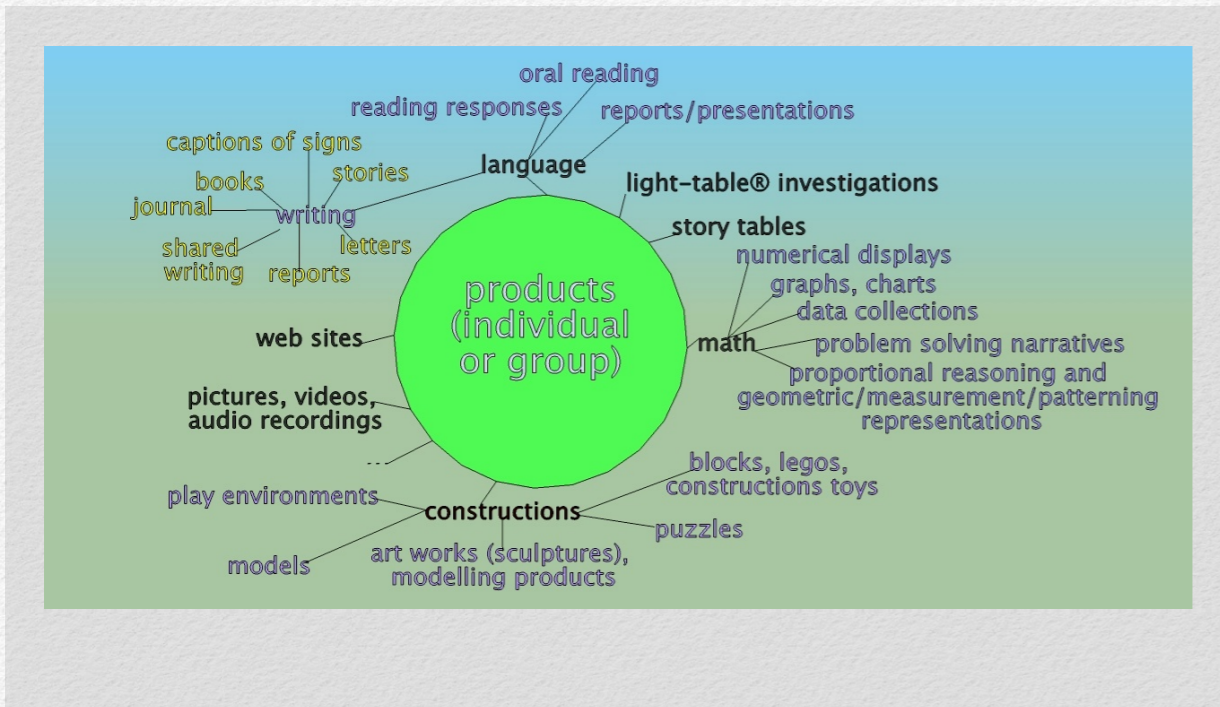http://www.arbetterbeginnings.com/downloads/SAToolkit/LE23.pdf (please note this is designed for out of school programs but it still contains some interesting information)

http://www.cpin.us/observation/the_portfolio_book_work_sample_42_51.pdf (free to the public sample of The Portfolio Book)

Products of learning: individual and group

This data source is huge because it collects the evidence of learning across the kindergarten program. As you will note, there is overlap as we explore the forms of documentation possibilities. Here we see evidence of language and literacy, mathematics, constructions and the list goes on. For a good perspective on what is possible here, take a quick look through the Full-Day Early Learning-Kindergarten Program (Ministry of Education, 2010) book noting the processes and responses. Use these to guide your documentations about the products of learning. In some cases you would take some of the products

and put them in the child's portfolio or capture photo or video footage of the learning experience to use in a newsletter for parents or to post on a documentation panel. In this case we are talking about hard evidence of learning…a report a child or group of children have written about their field trip, perhaps some captions and signs for an investigation they are working on, signs to block others from participating in the sensors bin centre or signs that indicate the features of a structure. In the past, parents would only see photocopied sheets a child had completed (or not), perhaps several paintings and maybe a mother's day card. Today with technology and many communication devices it is much easier to value by documentation the many products of learning like Lego structures, block constructions, light table work, advanced math work with manipulatives, a picture of a story table and how it developed, etc.

Children construct their own representations on the light-table. It is the process as well as the product that we need to document and also what is the meaning of the work, what integration of knowledge and skills were demonstrated.

Collecting the actual or virtual products is not enough however. It is the process of reflecting on these products with the child, with the team members, with parents about what the thinking, learning, processes of inquiry and possibilities for new learning opportunities that will give cause for effective responses.

Being able to identify what the child knows as a result of the processes he or she went through to develop the product is important. Doing it with the child will help with realistic metacognitive understanding.

Click here to access app

Kid Journal allows children to focus on the content of their reflection with an easy-to-use interface. Children can record their feelings, location (i.e. home, school, on vacation), or the weather. Kid's Journal entries have the option to post a photo and include room for text to add more details about the day..

We need to keep in mind that it is the process as well as the product that we need to document and also what is the meaning of the work, what integration of knowledge and skills were demonstrated.

Performances
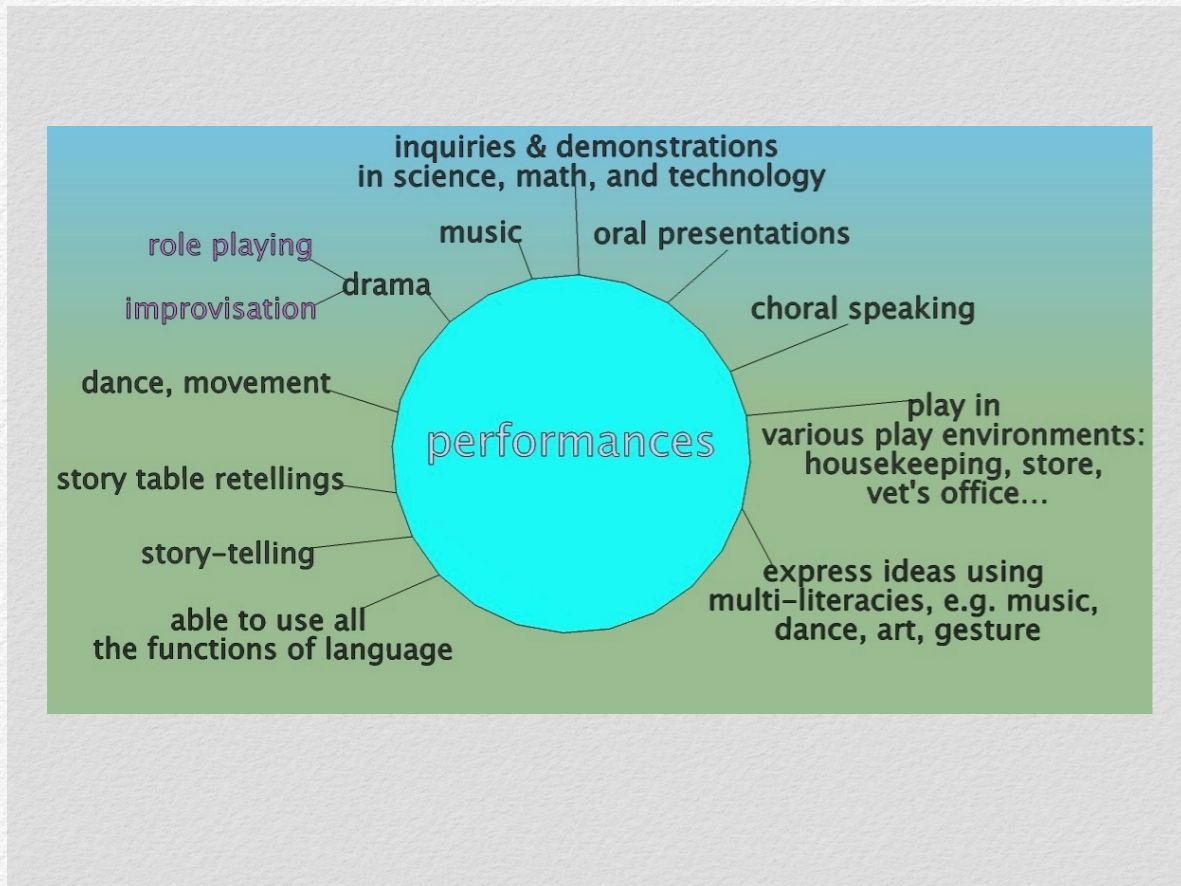
Performances or performing thinking, knowing and wondering are powerful products as well. In this case the inclusion of having an audience generally encourages some 'spit and polish' in the process. For example if the children are going to put on a little play, they will improvise and then practice so that they can show someone else their work. (See Three Bears in Chapter 4) With little ones these performances should not be

expected to be perfect, but rather be in some stage of approximation that can be celebrated by documentation. They love to look at what they have produced after the fact and enjoy noting what they did that really worked. They like to be producers and then consumers of their own performances.

Examples of performances you will find are: in various play environments where the children take on roles and have each other as audience, role-playing, improvisations, music compositions being performed, oral presentations as they might share a product they have created, sharing a story about what happened last night for the whole class, dance or movement demonstration or retellings or creative work, reading aloud a story they can read, doing a story table retelling. There is no end of performances that are likely to be offered instigated by the children and lots of times when the team can invite a performance to celebrate the learning.

Worth documenting? You bet! Have the camera ready …these performances generally are worth documenting and capturing beyond just an anecdotal note. However, you might just note a quiet moment when a child reads aloud to you and put it on paper and tuck it in her portfolio.

Story Tables

Story tables are a literacy development technique for enhancing comprehension skills. A table is set up with appropriate materials relating to the ideas and images in a book. For example: for the story of Goldilocks and the three bears, the materials may consist of a dollhouse set of furniture, three doll like bears (or representations of bears made with blocks), one small doll and materials to create a vignette that represents the story. After the story is read to the children, they are encouraged to visit the story table over the next few days to build their own representation of the story (a retell) or to make up an entirely new story based on the original story. They are also encouraged to tell their story to an audience of their peers. Skills and concepts that are often developed through this activity include recalling, sequencing, vocabulary and oral language development.

Story tables act as a physical form of documentation that can be captured using photographs and video recording. If an iPad is available at the table, the children themselves can take turns videotaping their presentations.

Children recreate the story or change it to make a new story. Children can add to one another's story.

Ideas and examples can be found at the website above.

How to introduce a story table

Read the story first and then place props and other materials on a table with the book.

Props must stay at the table so that the next person can also tell a story – either as a retell or as an imagined new version.

Story tables' resources often include sensory play materials such as water, sand, salt, ice, rocks, and shells, where appropriate.

An adult does not need to be at the story table all the time. The children need the opportunity to practice their oral literacy skills with their peers.

What to observe:

• interest and engagement

• use of literacy strategies: able to communicate a story

• co-operation, perseverance, creativity and imagination

Learning narratives: learning stories and documentation panels

A diagram with "learning narratives" at the center, surrounded by: teacher journal/notes, documentation/learning panels, anecdotal notes, audit trails, shared narratives teacher & child(ren), narratives for display, newsletters, stories for children, …
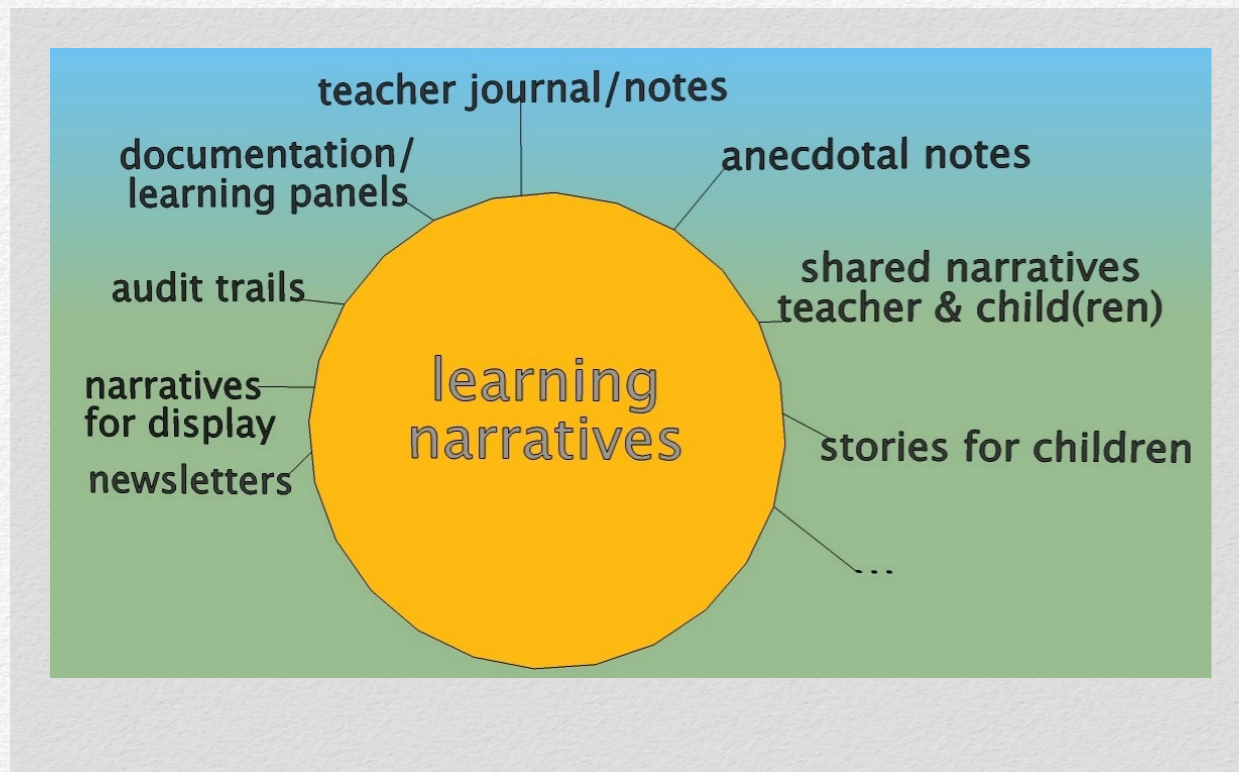
"Pedagogical documentation stops the train of standardized expectations and slows down our thinking processes to consider some topic with exquisite care." (Wien, Guyevskey, & Berdoussis, 2011)

Pedagogical documentation is a philosophy of coming to know and value children as persons. It celebrates the plurality of children's thinking, and truly acknowledges children's thought as being relevant to the process of schooling. When educators use pedagogical documentation to guide teaching and learning, they make learning a democratic process which respects children's rights by genuinely engaging their voice in their own learning and the conditions of the classroom and school (Turner & Wilson, 2010).

Narratives of learning provide a qualitative and formative view of children's interests, ideas, behaviours, skills, and conceptual understanding. Currently, many of the school boards in Ontario are using two different forms of narrative or pedagogical documentation: learning stories and documentation panels.

Educators are familiar with several of the forms of documentation listed in this diagram. Collecting anecdotal notes has been our stock and trade, the evidence on which we have based our assessments and data for reporting. What is new here is that we are learning how valuable these stories are for understanding the learning of our children: what they are learning, what learning opportunities there are ahead for them, what we need to do to support them, what exciting developmental step they have taken and so on. It is not just one

individual anecdote that really informs our practice but rather a series of them so we can note development and thereby plan developmentally appropriate practice. How we can collect these anecdotes has changed with advanced technology and how we can store and retrieve them has also developed. Still some sticky notes, a folder, perhaps a recipe card or a photo will document the learning until we learn the new technologies.

Audit trails or learning walls (very similar to documentation panels) are an interesting and very visual display that tells the story of the children thinking about different issues and topics.

"Artifacts included photographs, book covers, posters, newspaper clippings, magazine ads, transcripts of conversations, questions, phrases, toys, and any other item that could remind the children of the work they had done." (Vasquez, 2003)

It is like a web that documents as the inquiries progress, perhaps with a new question or a new idea bursting out of the initial question. For example if a child or children become interested in wolves, ask the children what they know about wolves … that is the beginning of a possible audit trail. From wolf will come all we can learn about real wolves … are they endangered, dangerous, all the fairy and folk tales that worry us, then the fractured tales that have role reversals etc., friends and foes of the wolf, other animals that live alongside of wolves, news items about wolf sightings, etc. They audit trail may find

itself spreading over time across a bulletin board and growing as new information or experiences emerge. This typically documents a collaborative inquiry by a group of children.

Shared narratives about learning experiences are interesting documentations to co-create with the children. For example recording what happened on a field trip, or perhaps the development of the egg to chick raised in the classroom, or investigations about changes in the water cycle from liquid to condensation to ice. These shared narratives can take other styles other than just story and can include charts, graphs, maps, etc. These can be posted on charts or developed on the computer or in a video format. What is important about these documentations is that they be used and reread and discussed and made available over the year. They might form a collection of stories that could be collected and published.

Narratives for display, newsletters, learning stories, documentation panels and stories written for children about their learning are other popular examples of these learning narratives. Examples of learning stories and documentation panels are further discussed and shared in Chapter Four.

Self-reflections of learners
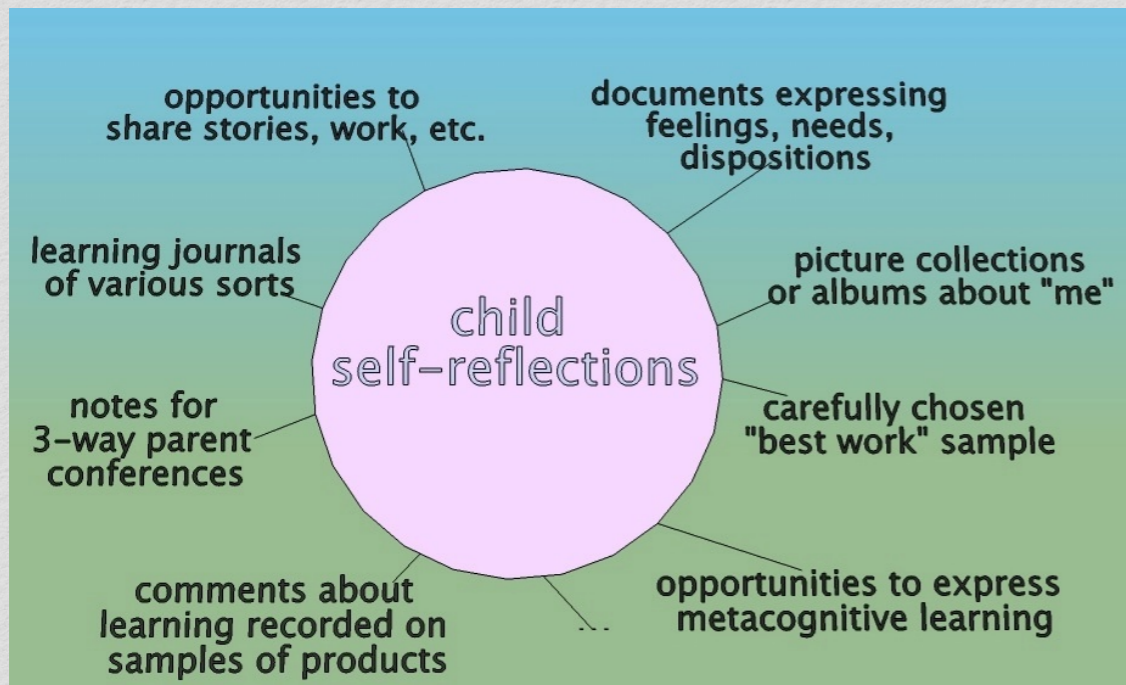
Documenting what children say about their own learning, how they show us what they know and understand and how they feel about their learning is so important. A child's self-reflections tells us what the child thinks she has learned, how she feels about it (disposition of her learning and towards learning) and what kind of intellectual involvement she had in it.

It could be helpful in assisting a child set a realistic but challenging goal that matches his ability so that he does not get discouraged. It reminds us about what we need to do to encourage, support or challenge the child.

A record of a child's comments can be captured by anecdotal note, audio or video recordings.

Children like to check back on their own ideas and feelings as they expressed them.

Recording conversations and transcribing them is sometimes worth the effort to reflect on with the team or parents.

Some examples of possible self reflections are noted in the diagram above. Some ideas that might elicit self reflection could be: looking through a portfolio and inviting the child to describe what they were thinking, feeling, wondering about and how they solved any possible problem, allowing children to sort through their portfolios to sort their work by quality or developmental stage, inviting children to record their thoughts and feelings in a learning log, by providing opportunities for the children to share their work, stories, problem solving techniques or structures to the rest of the class…often they tell more then than they realize!

Social emotional behaviours and dispositions
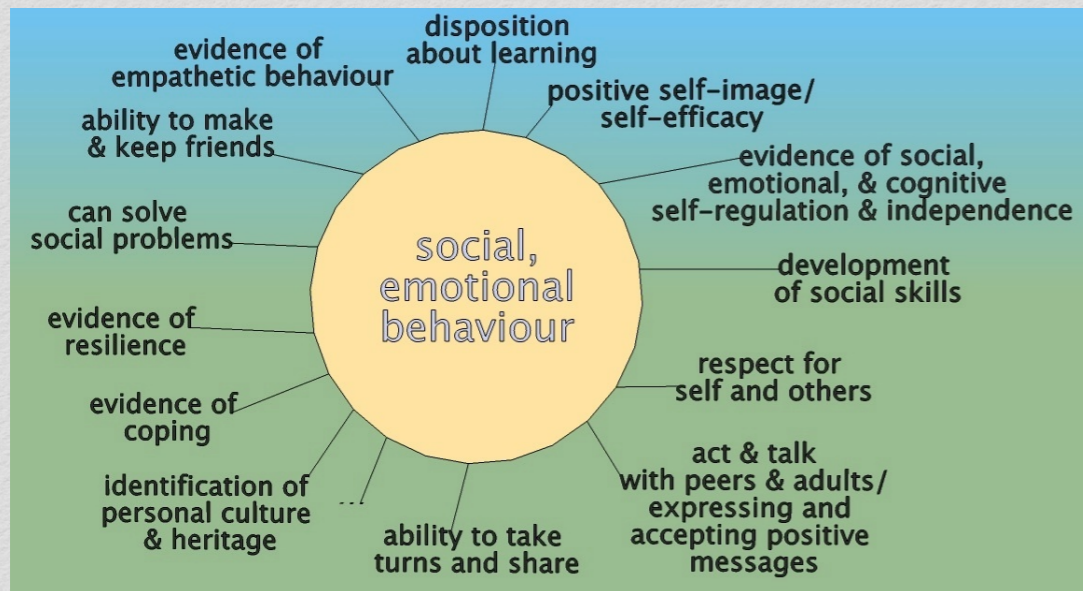
The *Full-Day Early Learning- Kindergarten Program* (2010) provides a rich source of documentation prompts and responses to utilize. There are some key expectations that we hope you will observe and document stated there. You might utilize it as a checklist to guide your observations and repeat it a few times during the year. The prompts could be questions that you note and observe for. For example: What evidence do I see of empathetic behaviour? How does the child cope when a social problem develops. You need to document the incident and the follow-up. How resilient is the child when things run amuck? Is he able to share? Take turns? What evidence is there of self regulation?

One really important issue to note is around identity formation. Is the child proud of his culture and heritage? Is she comfortable with her appearance? Does he appear to have a positive self-image.

Self efficacy is a very important factor in learning and life. Does the child have a realistic understanding of what he or she can or can't do? For example, if the child believes that he can't read for whatever reasons, it is more difficult for the child to have confidence to be willing to try. "I can't so therefore I won't!" How do children develop positive self-efficacy you ask? At home and in kindergarten many of the roots of insecurity and false messages become deeply set when a child is criticized, laughed at, made fun of, even yelled at in some cases. Beware! There are also the opposite problems when a child is overly praised.

Teacher self-reflection about teaching and learning
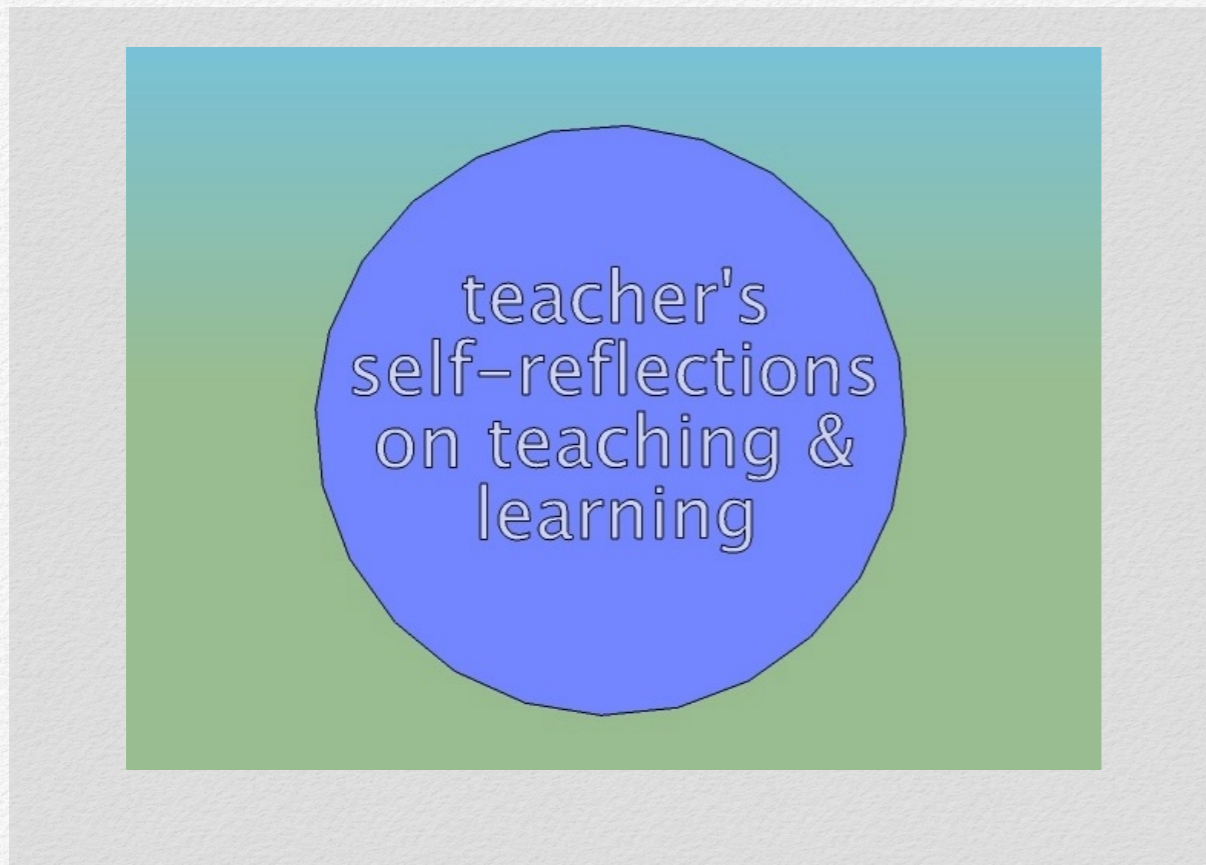
As we work with our children and document about learning we can't help but see the effect our teaching is having. What we do with that knowledge is so important. Working with a partner gives us a great opportunity to work through the questions that emerge and to solve problems that seem evident. It also gives you someone else to celebrate with!!!

Appendix

Appendix

Schematic Adaptation of Brian Cambourne's Model of Learning

Learners need to be immersed in content-area study	IMMERSION	Must be accompanied by *engagement*
Learners need to receive many demonstrations of content-area learning	DEMONSTRATION	
Learners are influenced by expectations, which are powerful shapers of behavior	EXPECTATIONS	
Learners need to make their own decisions about when, how, and what "bits" to learn	RESPONSIBILITY	
Learners need time and opportunity to use and practice new learning in realistic ways	USE	Probability of *engagement* is increased if these conditions are present
Learners must be free to approximate desired study, as mistakes are essential for learning to occur	APPROXIMATION	
Learners must receive relevant, appropriate, timely, nonthreatening feedback	RESPONSE	

APPENDIX B: OBSERVATION RECORD

(courtesy of Deb Watters, Wellington CDSB)

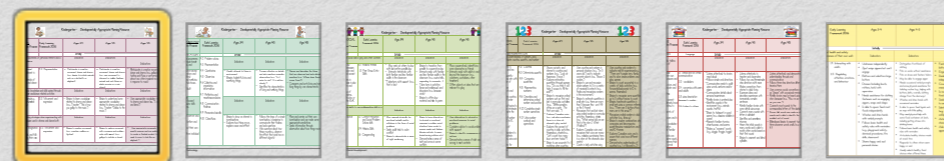|			
Observation Record for:			
Date:	**Observation**	**Child's development**	**Possible extensions**
	Example: _____ is at the _____ She is _____ Teacher says: Child says:	Example: L 1.5 – Use language in various contexts to connect new experiences with what they already know.	Example: Provide child with _____

APPENDIX C: Collecting Conversations

(courtesy of Deb Watters, Wellington CDSB)

Date-	Educator-
Context-	
Title	Reflections/Interpretation

Appendix D: Developmentally Appropriate Planning Guides (Health, Language, Math, Personal, Science, Arts, Technology) (Courtesy of Deb Watters, Wellington CDSB)

Learning Area: THE ARTS The Full-Day Learning – Kindergarten Program Draft 2010–2011	Early Learning Framework 2006	Ages 3–4	Ages 4–5	Ages 4–5	Ages 5–6
DRAMA and DANCE		Initially ⟶			Eventually
Overall Expectation 1: demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance		Indicators	Indicators	Indicators	Indicators
D1.1 demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance D1.2 explore a variety of tools and materials of their own choice to create drama and dance in familiar and new ways	4.3 Representation	o Participate in creative movement, dance and drama (e.g., begins to imitate animals such as a butterfly or elephant)	o Participate in creative movement, dance and drama (e.g., uses movement to interpret or imitate feelings, animals and such things as plants growing or a rain storm)	° Participates in creative movement, dance and drama (e.g., galloping, twirling and flying or performing almost any other imagined movement in response to music)	° Participates willingly in creative movement, dance and drama (e.g., participates in a group movement experience and suggests ways to move and imitate animals
Overall Expectation 2: demonstrate basic knowledge and skills gained through exposure to drama and dance and drama– and dance related activities		Indicators	Indicators	Indicators	Indicators
D2.1 explore different elements of drama (e.g., character, setting, dramatic structure) and dance (e.g., rhythm, space, shape)	5.3 Movement and expression	° Begins to learn vocabulary related to drama and dance (e.g., Teacher "This is how you gallop to the music.")	° Begins to understand some appropriate vocabulary related to drama and dance (e.g., Teacher "Gallop to the music.")	° Uses appropriate vocabulary related to drama and dance (e.g., "I can twirl and bend.")	° Uses appropriate vocabulary and demonstrates an understanding of vocabulary related to drama and dance (e.g., "When I move my arms I'm pretending to be a bird.")
Overall Expectation 3: use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in drama and dance both individually and with others		Indicators	Indicators	Indicators	Indicators
D3.1 use problem-solving skills and their imagination to create drama and dance D3.2 dramatize rhymes, stories, legends, and folk tales from various cultures, including their own	5.3 Movement and expression	° Begins to explore movement (e.g., crawling, walking on tiptoe)	° Begins to explore movement with a purpose and problem solve with support (e.g., gallops to imitate a horse)	° Uses appropriate movements for a specific purpose and can problem solve to create a finished product (e.g., "I need to sway to look like an elephant.")	° Problem solves and explores alternative ways to use movement for a purpose (e.g., uses pantomime to show the actions of a specific animal)

Guides for Language, Mathematics, Personal, Science, Technology

LEARNING STORIES CHECKLIST

APPENDIX E: STICKY NOTE LEARNING TEMPLATE

(courtesy of Deb Watters, Wellington CDSB)

Sticky Note Learning Story Template

Observations

Insert picture here

Reflection/Analysis

Extensions/Challenges/Next Steps

APPENDIX F: Learning Story Template

The Curriculum in Action

The Story (or context here - brief)	**Curriculum Expectations** (show here)
Describe the encounter with child or children (transcription of conversation of annotated photos)	*As children progress through the Full Day Early Learning Kindergarten Program, they:*
Next Steps:	

APPENDIX G: PREPARING FOR DOCUMENTATION CHECKLIST

Preparing for Documentation

It helps if you organize your supplies and equipment to support the forms of documentation you will collect and store. The lists below are designed to help you develop a plan.

Recording Observations

- ☐ Recording tools
- ☐ Post-it notes
- ☐ Index cards
- ☐ Self-adhesive file or address labels
- ☐ Date stamp
- ☐ Apron with pockets
- ☐ Clipboards
- ☐ Digital camera or iPad or
- ☐ Digital editing program (Photoshop)
- ☐ Video camera or iPad or Flip camera
- ☐ Digital audio recorder or iPad
- ☐ Scanner

Where will I keep my observations?

- ☐ Folders
- ☐ Expandable files
- ☐ File crate
- ☐ Cabinet
- ☐ Index card box
- ☐ Pocket chart
- ☐ Albums
- ☐ Binders

- ☐ Digital organizing imaging program
- ☐ Transparent notebook pockets
- ☐ Scan to memory sticks
- ☐ Photograph them
- ☐ Homemade art portfolio (2 sheets of Bristol board and tape)
- ☐ Horizontal storage shelves
- ☐ Vertical storage shelves
- ☐ Scan and reduce on a copier

Consideration in Developing Documentation Panels (bulletin board or trifold display)

- ☐ How much space will I need?
- ☐ Have I considered how to display artifacts of learning?
- ☐ How to care for 2D drawings and painting and 3D artifacts?
- ☐ Can I use mirrors or lighting to add interest to part of my display?

Some of the tools and equipment for the teacher below may be helpful:

- ☐ Desktop publishing software
- ☐ Foam-core panels (tri-fold)
- ☐ Poster board panels
- ☐ Large meter sticks
- ☐ Double-stick tape
- ☐ Spray adhesive
- ☐ Dry adhesive sheets
- ☐ Cool glue guns
- ☐ Small clip on lights

- Corner mirrors

- Large fabric pieces (various textures)

- Art knife

- Self-sealing cutting knife

- Scissors

- Straight edge

- Matting in various colours

- Tips for Organized Storage of Displays

- Use a box (the kind poster board comes in) to organize and store display panels.

- Use a large cardboard box to store foam-core displays. Cut the top part of the sides at a 45 degree angle to make "flipping through" the displays easier. Label each panel on the back as to project, date and so forth.

- Use cardboard mailing tubes to store large items such as murals.

- Create displays for enlargement with, take pictures and store on computer

Displaying in Other Places

When we display documentation of the learning that is taking place in our classrooms, we open the door for dialogue.

- Professional learning community meetings

- School special occasions such as Education Week

- Public library

- Community centre

- High schools

- Meetings of local clubs

- Bank lobby display areas

- Mall

- Children's bookstore

- Business related to the topic of the display

- Museum

- Retirement centres

- Extended

- Local college display cases

- Professional conferences

- Professional journals

- Popular magazines

(adapted from Helm, Beneke, Steinhemer, 2007)

Topic Title for Learning Story

Description of event

Key Detail 1

Key Detail 2

Key Detail 3

Curriculum Link: kindergarten.html

Concluding statement about this Learning Story

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Learning Stories, Documentation Panels, Story Tables: examples from the field

4

Documentation panels

A documentation panel is a display using photographs, children's artwork, transcriptions of student talk, artifacts of learning, etc. to showcase learning over a period of time. Often they are displayed on a bulletin board but unlike traditional bulletin board displays, these are meant to provide a communicative tool for other educators, students, and parents (Tarini,1997). Usually, learning panels include explanatory captions or other forms of explication of the significance of the choice of photographs and artifacts. teaching and learning. They make learning visible to all partners in the learning cycle. They link the learning activities with the expectations, evidence of learning, and current research on teaching and learning. Significantly, they provide an ongoing 'script' of learning throughout the year that children can revisit, reflect on or build upon with multiple opportunities to share with parents or other classroom visitors.

In a play-based, inquiry learning environment, the panels serve as evidence of learning, especially as the depth and breadth of learning may be insufficiently shown by actual written work samples from children. It is the oral language, especially the questioning of and elaborating on learning that takes place while children conduct an investigation or inquiry that is critical to any understanding of what children are learning and thinking about. Curtis and Carter (2003) stated that "collecting stories of children's activities and broadcasting them through documentation displays offers a method and a motivation to pay closer attention to the value of children's play" (p. 17).

An interesting documentation panel technique is used in Huron-Superior: photo frames (courtesy of Denise Colizza)

Documentation Panels – Inquiry on Melting Snow

Below is a bulletin board that includes various inquiries as they occur over the term or year. The main one on this board is on melting snow using various cups of snow and materials such as water or salt to melt the snow. The success criteria for each of the investigations is shown directly on the bulletin board. Chart paper transcripts of conversation and of children's wonderings are included on the bulletin board together with photographs and samples of children's writing and pictures.

FIGURE 1.2 Documentation panel built over the course of a term

Documentation Panels – Class Bakery Store

The panels below show the documentation a kindergarten team in Huron Perth CDSB developed to communicate the wealth of learning that was initiated and propelled through children's interest in baking. The panels begin with the interests of the children and then the co-construction of the learning from the brainstorming to the implementation stage of the process. The children turn the bakery store into an inquiry that allows for exploration of mathematical, writing, oral language, and scientific concepts. Please note how the bakery inquiry evolves into an exploration of the chemical reactions of other substances such as 'goop'.

"Patty Cake, Patty Cake, Baker's Man"

Come explore and learn about our baking inquiry:

Once upon a time in a kindergarten class, the children decided to change their dramatic play area. As a result of changing their play area a whole new inquiry about baking evolved. It takes the children to a new level of exploration and love of learning.

How did the class decide upon a bake shop?

-Class discussion regarding ideas

-Composed a list of ideas

-Voted on our ideas (had a tie)

-Voted again for the tie breaker

-Bake shop it is

How did we know what to include in our bake shop?

Through a class discussion, we composed a list of items to collect. We then sent a little note to invite parents to share any resources for our centre, craft area or future baking experience. We gratefully received lots of baking cups of all sizes, cookbooks, food colouring, sugar, icing sugar, flour, spice and sprinkles. Mrs. Boersen even became excited about our centre and lent us some baking accessories. A huge thank you to all our parents and Mrs. Boersen for their donations.

The learning taking place in our bake shop supports all six areas of the Full Day Learning Program Expectations: Personal and Social Development, Language, Mathematics, Science and Technology, Health and Physical Activity and The Arts. The following is a list of specific expectations being met through our play at the bake shop. Our list keeps growing as new play and inquiry develop every day, therefore the expectations are not only limited to this list.

GALLERY **1.9** Baking shop

Baking Comments:

"When we put the two mixtures together, it looks like swirls"

"It looks like yellow dough"

"It's a sweet smell"

"The margarine is like butter but it is softer"

"The cocoa smells like chocolate"

"It looks like we are making cookies"

"It looks like yellow mustard"

GALLERY **1.10** Playing with goop

Playing in Goop Comments:

"It is sticky." Charlee

"My hand is stuck in it." Ben

"It is gooooey!!!" Clara

"It feels like glue." Natalie

"It sticks to everything." Clara

"It feels like mud but stronger." Reid

"It smells like chocolate." Joel

"I made a hand print in it and it is still there." Reid

"It's hard to get off your hands." Jasmine

Program expectations for baking panels

Personal Development

1.1   act and talk with peers and adults by expressing and accepting positive messages

1.2   demonstrate the ability to take turns in activities and discussions

1.3   demonstrate an awareness of ways of making and keeping friends

2.1   use a variety of simple strategies to solve social problems

Emotional Development

1.1   recognize personal interest, strengths and accomplishments

1.2   identify and talk about their own interests and preferences

1.3   express their own thoughts and share experiences

2.5   interact cooperatively with others in classroom events and activities

Language

1.2   listen and respond to others for a variety of purposes and in a variety of contexts

GALLERY 1.11 Cake decoration

Documentation Panels – Rockets

Rocket Inquiry Documentation Panel

In the video clip in this section, Ms. Keene, a teacher from Huron Perth, describes an inquiry that arose out of a group of students' interest in rocket ships. The children designed, built

and labeled their rocket ships and then extended this interest into an inquiry about space and especially of Pluto. Their investigation of Pluto led to some surprising results. Please visit the gallery and view the various pictures and students' work as the children followed their interests. Also note how Ms. Keene was able to co-construct the learning opportunities with the students, providing guidance but not overwhelming the learning process.

MOVIE 1.7 Rocket inquiry

This clip features how teachers and children co-construct learning.

GALLERY 1.12 Rocket story
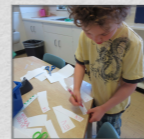
Documentation Panels – Ice inquiry

Tina Ropp from Huron Perth, used frozen ice as a provocation to entice the children into an inquiry. Ice was added to the sensory bin and then she listened to their queries and continued to add materials to the bin as their interests expanded and extended into a full inquiry on melting ice. Tina Ropp discusses this inquiry in the video above.
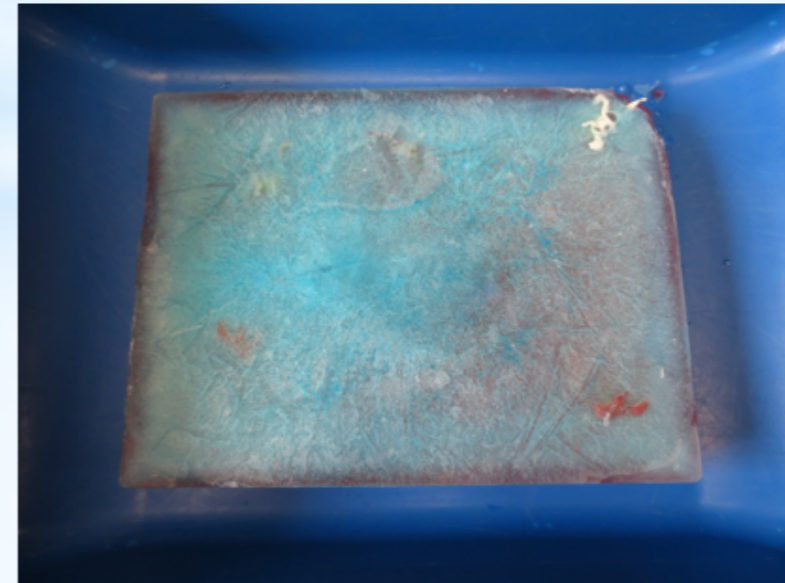
MOVIE 1.8 Ice inquiry with dinosaurs

KAREN KRAMERS, FDK TEACHER   TINA ROPP, FDK ECE
ST. JAMES, HURON-PERTH CDSB

Please view the Gallery for the full documentation panel she developed. Also, listen to the video on the how, why and what of this inquiry.
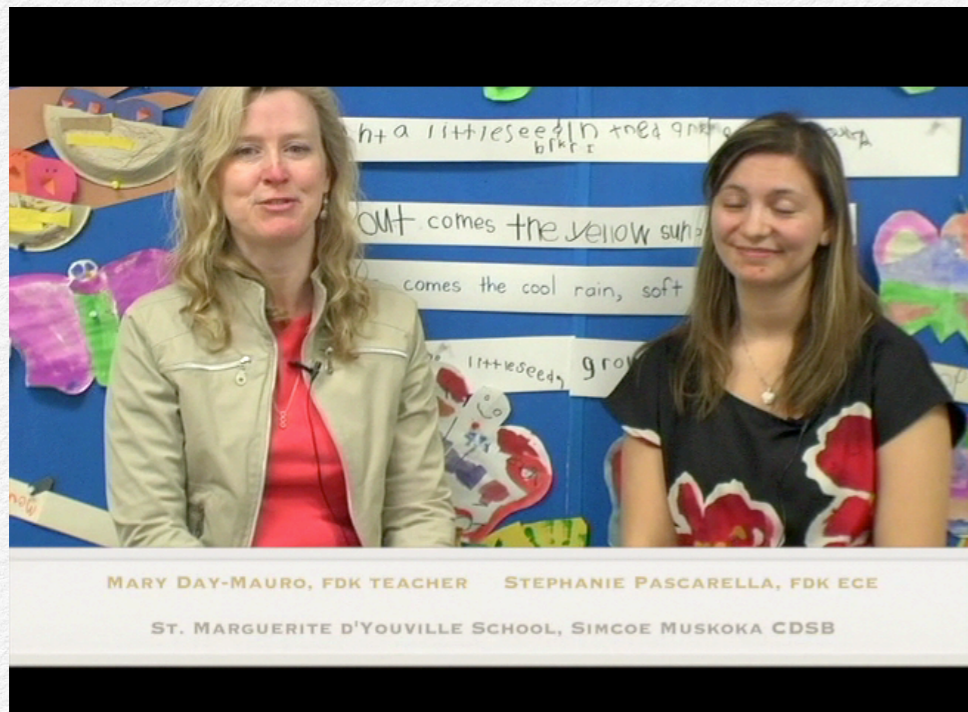
Mary Day-Mauro and Stephanie Mascarella share how they documented an impromptu learning story when the children in their classroom became fascinated by the delivery of new furniture for the classroom. A group of the children wanted to know if they could put the table together. With the help of the custodian, the children were able to put the table together and then share their learning.

MARY DAY-MAURO, FDK TEACHER   STEPHANIE PASCARELLA, FDK ECE
ST. MARGUERITE D'YOUVILLE SCHOOL, SIMCOE MUSKOKA CDSB

.

Daniella Galli, teacher, and Samantha Zaccaria, ECE, find an app called Pic Collage helps them set up the learning stories. The format keeps their learning stories concise and precise.want them to be accessible for the children to reflect on their own learning in the learning stories, so the text and pictures are kept simple. Gallery 4.18 is an example of one of their learning stories.

Below is a copy of the resulting Learning Story.
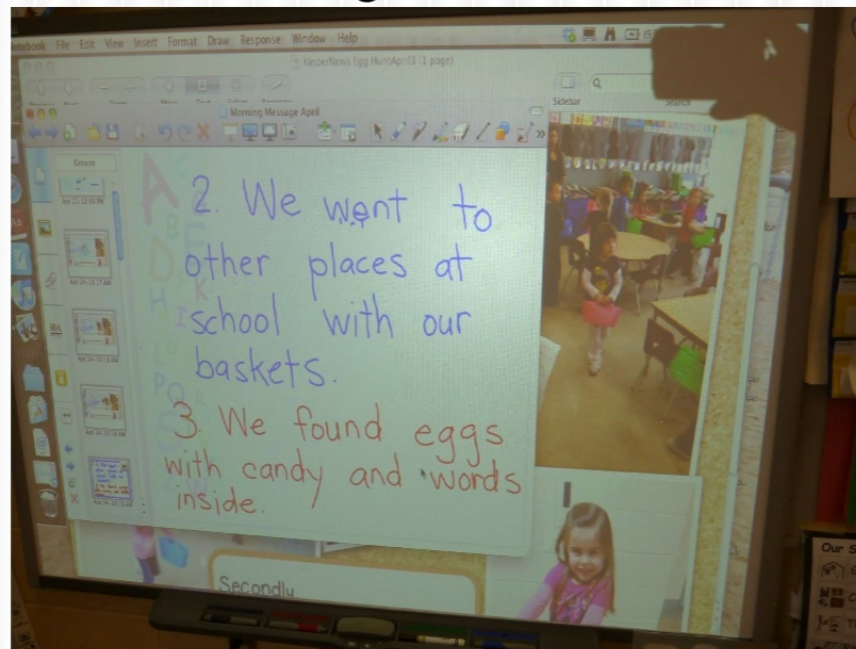
Students work together to record the 3 main ideas about the learning event using chart paper and Explain Everything.

Documenting our learning!

We work together to edit.

We publish the learning story and send it home!

Appendix

Appendix

Schematic Adaptation of Brian Cambourne's Model of Learning

Learners need to be immersed in content-area study	→ ← IMMERSION	Must be accompanied by *engagement*
Learners need to receive many demonstrations of content-area learning	→ ← DEMONSTRATION	
Learners are influenced by expectations, which are powerful shapers of behavior	→ ← EXPECTATIONS	
Learners need to make their own decisions about when, how, and what "bits" to learn	→ ← RESPONSIBILITY	
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Learners must receive relevant, appropriate, timely, nonthreatening feedback	→ ← RESPONSE	

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Observation Record for:			
Date:	Observation	Child's development	Possible extensions
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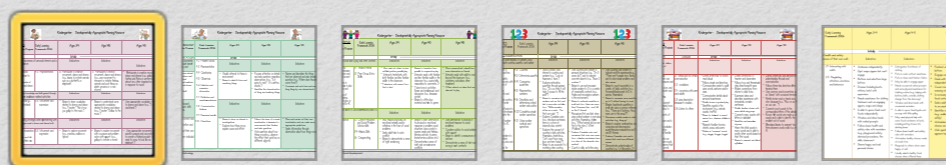| Learning Area: THE ARTS The Full-Day Learning – Kindergarten Program Draft 2010–2011	Early Learning Framework 2006	Ages 3–4	Ages 4–5	Ages 4–5	Ages 5–6
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Guides for Language, Mathematics, Personal, Science, Technology

APPENDIX E: STICKY NOTE LEARNING TEMPLATE

(courtesy of Deb Watters, Wellington CDSB)

| Sticky Note Learning Story Template |

Observations

Insert picture here

Reflection/Analysis

Extensions/Challenges/Next Steps

APPENDIX F: Learning Story Template

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- ☐ Video camera or iPad or Flip camera
- ☐ Digital audio recorder or iPad
- ☐ Scanner

Where will I keep my observations?

- ☐ Folders
- ☐ Expandable files
- ☐ File crate
- ☐ Cabinet
- ☐ Index card box
- ☐ Pocket chart
- ☐ Albums
- ☐ Binders

- ☐ Digital organizing imaging program
- ☐ Transparent notebook pockets
- ☐ Scan to memory sticks
- ☐ Photograph them
- ☐ Homemade art portfolio (2 sheets of Bristol board and tape)
- ☐ Horizontal storage shelves
- ☐ Vertical storage shelves
- ☐ Scan and reduce on a copier

Consideration in Developing Documentation Panels (bulletin board or trifold display)

- ☐ How much space will I need?
- ☐ Have I considered how to display artifacts of learning?
- ☐ How to care for 2D drawings and painting and 3D artifacts?
- ☐ Can I use mirrors or lighting to add interest to part of my display?

Some of the tools and equipment for the teacher below may be helpful:

- ☐ Desktop publishing software
- ☐ Foam-core panels (tri-fold)
- ☐ Poster board panels
- ☐ Large meter sticks
- ☐ Double-stick tape
- ☐ Spray adhesive
- ☐ Dry adhesive sheets
- ☐ Cool glue guns
- ☐ Small clip on lights

- Corner mirrors

- Large fabric pieces (various textures)

- Art knife

- Self-sealing cutting knife

- Scissors

- Straight edge

- Matting in various colours

- Tips for Organized Storage of Displays

- Use a box (the kind poster board comes in) to organize and store display panels.

- Use a large cardboard box to store foam-core displays. Cut the top part of the sides at a 45 degree angle to make "flipping through" the displays easier. Label each panel on the back as to project, date and so forth.

- Use cardboard mailing tubes to store large items such as murals.

- Create displays for enlargement with, take pictures and store on computer

Displaying in Other Places

When we display documentation of the learning that is taking place in our classrooms, we open the door for dialogue.

- Professional learning community meetings

- School special occasions such as Education Week

- Public library

- Community centre

- High schools

- Meetings of local clubs

- Bank lobby display areas

- Mall

- Children's bookstore

- Business related to the topic of the display

- Museum

- Retirement centres

- Extended

- Local college display cases

- Professional conferences

- Professional journals

- Popular magazines

(adapted from Helm, Beneke, Steinhemer, 2007)

Topic Title for Learning Story

Description of event

Key Detail 1

Key Detail 2

Key Detail 3

Curriculum Link: kindergarten.html

Concluding statement about this Learning Story

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APPENDIX A: Cambourne's Conditions of Learning

Schematic Adaptation of Brian Cambourne's Model of Learning

Description	Condition	Accompaniment
Learners need to be immersed in content-area study	IMMERSION	Must be accompanied by *engagement*
Learners need to receive many demonstrations of content-area learning	DEMONSTRATION	
Learners are influenced by expectations, which are powerful shapers of behavior	EXPECTATIONS	Probability of *engagement* is increased if these conditions are present
Learners need to make their own decisions about when, how, and what "bits" to learn	RESPONSIBILITY	
Learners need time and opportunity to use and practice new learning in realistic ways	USE	
Learners must be free to approximate desired study, as mistakes are essential for learning to occur	APPROXIMATION	
Learners must receive relevant, appropriate, timely, nonthreatening feedback	RESPONSE	

APPENDIX B: OBSERVATION RECORD

(courtesy of Deb Watters, Wellington CDSB)

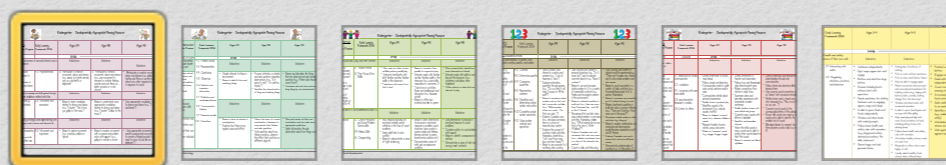| Observation Record for:			
Date:	**Observation**	**Child's development**	**Possible extensions**
	Example: _____ is at the _____ She is _____ Teacher says: Child says:	Example: L 1.5 – Use language in various contexts to connect new experiences with what they already know.	Example: Provide child with _____

APPENDIX C: Collecting Conversations

(courtesy of Deb Watters, Wellington CDSB)

Date-	Educator-
Context-	
Title	Reflections/Interpretation

Appendix D: Developmentally Appropriate Planning Guides (Health, Language, Math, Personal, Science, Arts, Technology) (Courtesy of Deb Watters, Wellington CDSB)

Learning Area: THE ARTS The Full-Day Learning – Kindergarten Program Draft 2010–2011	Early Learning Framework 2006	Ages 3–4	Ages 4–5	Ages 4–5	Ages 5–6
DRAMA and DANCE		Initially →			Eventually
Overall Expectation 1: demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance		Indicators	Indicators	Indicators	Indicators
D1.1 demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance D1.2 explore a variety of tools and materials of their own choice to create drama and dance in familiar and new ways	4.3 Representation	o Participate in creative movement, dance and drama (e.g., begins to imitate animals such as a butterfly or elephant)	o Participate in creative movement, dance and drama (e.g., uses movement to interpret or imitate feelings, animals and such things as plants growing or a rain storm)	° Participates in creative movement, dance and drama (e.g., galloping, twirling and flying or performing almost any other imagined movement in response to music)	° Participates willingly in creative movement, dance and drama (e.g., participates in a group movement experience and suggests ways to move and imitate animals
Overall Expectation 2: demonstrate basic knowledge and skills gained through exposure to drama and dance and drama- and dance related activities		Indicators	Indicators	Indicators	Indicators
D2.1 explore different elements of drama (e.g., character, setting, dramatic structure) and dance (e.g., rhythm, space, shape)	5.3 Movement and expression	° Begins to learn vocabulary related to drama and dance (e.g., Teacher "This is how you gallop to the music.")	° Begins to understand some appropriate vocabulary related to drama and dance (e.g., Teacher "Gallop to the music.")	° Uses appropriate vocabulary related to drama and dance (e.g., "I can twirl and bend.")	° Uses appropriate vocabulary and demonstrates an understanding of vocabulary related to drama and dance (e.g., "When I move my arms I'm pretending to be a bird.")
Overall Expectation 3: use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in drama and dance both individually and with others		Indicators	Indicators	Indicators	Indicators
D3.1 use problem-solving skills and their imagination to create drama and dance D3.2 dramatize rhymes, stories, legends, and folk tales from various cultures, including their own	5.3 Movement and expression	° Begins to explore movement (e.g., crawling, walking on tiptoe)	° Begins to explore movement with a purpose and problem solve with support (e.g., gallops to imitate a horse)	° Uses appropriate movements for a specific purpose and can problem solve to create a finished product (e.g., "I need to sway to look like an elephant.")	° Problem solves and explores alternative ways to use movement for a purpose (e.g., uses pantomime to show the actions of a specific animal)

Guides for Language, Mathematics, Personal, Science, Technology

APPENDIX E: STICKY NOTE LEARNING TEMPLATE
(courtesy of Deb Watters, Wellington CDSB)

Sticky Note Learning Story Template

Insert picture here

Observations

Reflection/Analysis

Extensions/Challenges/Next Steps

APPENDIX F: Learning Story Template

The Curriculum in Action

The Story (or context here - brief)	**Curriculum Expectations** (show here)
Describe the encounter with child or children (transcription of conversation of annotated photos)	*As children progress through the Full Day Early Learning Kindergarten Program, they:*
Next Steps:	

APPENDIX G: PREPARING FOR DOCUMENTATION CHECKLIST

Preparing for Documentation

It helps if you organize your supplies and equipment to support the forms of documentation you will collect and store. The lists below are designed to help you develop a plan.

Recording Observations

- ☐ Recording tools

- ☐ Post-it notes

- ☐ Index cards

- ☐ Self-adhesive file or address labels

- ☐ Date stamp

- ☐ Apron with pockets

- ☐ Clipboards

- ☐ Digital camera or iPad or

- ☐ Digital editing program (Photoshop)

- ☐ Video camera or iPad or Flip camera

- ☐ Digital audio recorder or iPad

- ☐ Scanner

Where will I keep my observations?

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- ☐ Self-sealing cutting knife

- ☐ Scissors

- ☐ Straight edge

- ☐ Matting in various colours

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- ☐ Use a box (the kind poster board comes in) to organize and store display panels.

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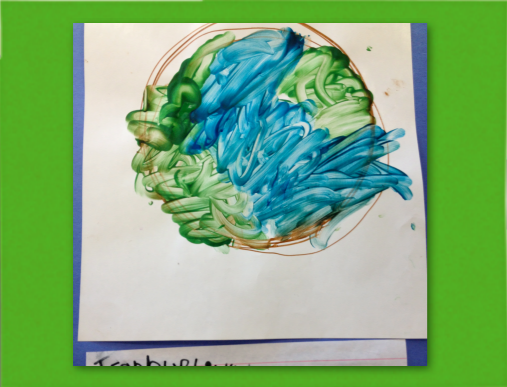
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- ☐ Bank lobby display areas

- [ ] Mall

- [ ] Children's bookstore

- [ ] Business related to the topic of the display

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(adapted from Helm, Beneke, Steinhemer, 2007)

Topic Title for Learning Story

Description of event

Key Detail 1

Key Detail 2

Key Detail 3

Curriculum Link:kindergarten.html

Concluding statement about this Learning Story