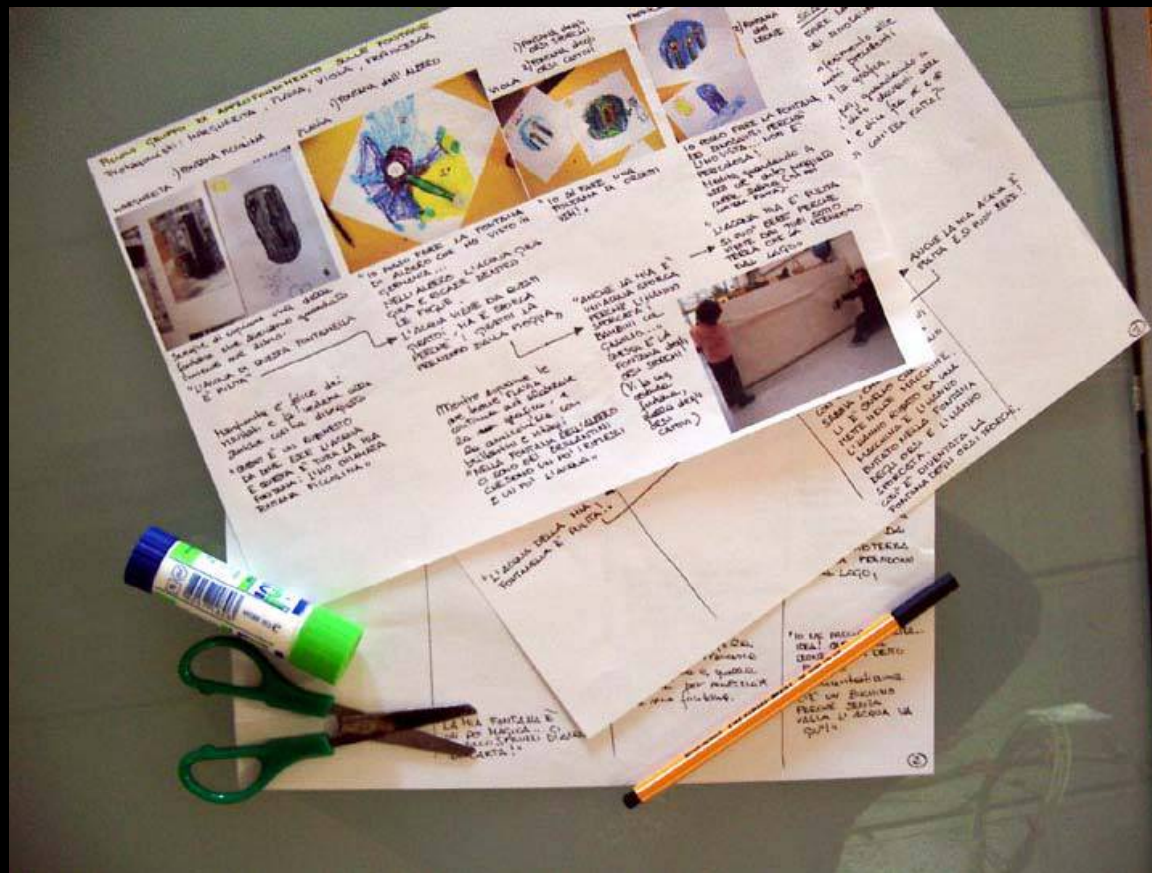


Pedagogical Documentation



What is pedagogical documentation?

Pedagogical documentation is a process which seeks to reveal, understand and make visible the learning of adults and children.

It enables adults and children to find the meaning in what they do, what they encounter and what they experience?

How does this differ from the evidence gathering that is part of our everyday classroom practice?

Documentation as an approach requires adults to be just as curious as children in 'researching children, researching the world'. Having the curiosity to listen and watch will lead us to discover and hypothesise what is going on in the minds of children as they reveal the true levels of their thinking to us.

Andrea Sully

**The subject, the main
purpose of documentation,
is dialogue.**

'Documentation is not limited to making visible what already exists: it also makes things exist precisely because it makes them visible and therefore possible.'

Rinaldi, C 2006 (In Dialogue with Reggio – Routledge)

It is not about.....

- Making attractive displays
- Fulfilling assessment criteria
- Analysing child development
- Recording activities

But it encompasses all of these

It is about.....

- Sharing and collecting perspectives
- Professional Dialogue
- Listening to children
- Planning meaningful learning experiences
- Making learning and thinking visible
- The individual in the group

From display to visible thinking

A set of photographs pasted to a board, showing a trip to a farm is a display.

A set of photographs captioned with children's words would still be a display.

The panels need commentary, interpretation and explanation to qualify as documentation

(Negotiated learning Foreman and Fyfe attribution)

Remember.....

There is no 'right or wrong' way to document children's learning.

There is nothing prescriptive about documenting.

We do need experience in listening, interpreting and analysing what we have seen or heard. The only way to gain this experience is to make a start and have a go, resolute with the knowledge that this is research and open to free thinking subjectivity.

Where to begin

We cannot document everything in depth, so we have to be selective, and make choices.

The point is to document a few in depth examples of children learning together rather than the progress of individual children and their interests.

Step 1 : *Chose something you have observed that is interesting and involves a group of children, and which you think has rich learning potential.*

Step 2: *Gather evidence about what you have observed (photos, video, children's work, children's words) to share*

Step 3: *Bring this documentary evidence to the round table to discuss and analyse with colleagues. Identify emerging research questions (i.e. Why is it interesting?) Agree ways to support the emerging interests.*

Step 4: *Find ways to share the observations, examples of children's work and conversations, as well as the theories and thinking of the educators (displays, books, powerpoints etc)*

The process

- **Observation:-** Observing children's learning and thinking processes and gathering evidence of what has been observed to share and analyse with colleagues
- **Reflection:-** Sharing of observations from different perspectives to build a 3D picture of what is happening
- **Analysis and hypothesis:-** Developing explanatory theories about why the things you noticed were happening? Why it was important or interesting? Are any underlying themes or questions emerging?
- **Possibilities and provocations:-** With the above information what can could be offered to support the children's learning support their research and interests in an open way?
- **Making learning visible:-** Displays of the above to share the learning process, the work of the children and the thinking of the adults in how they chose to support this.

Visibility

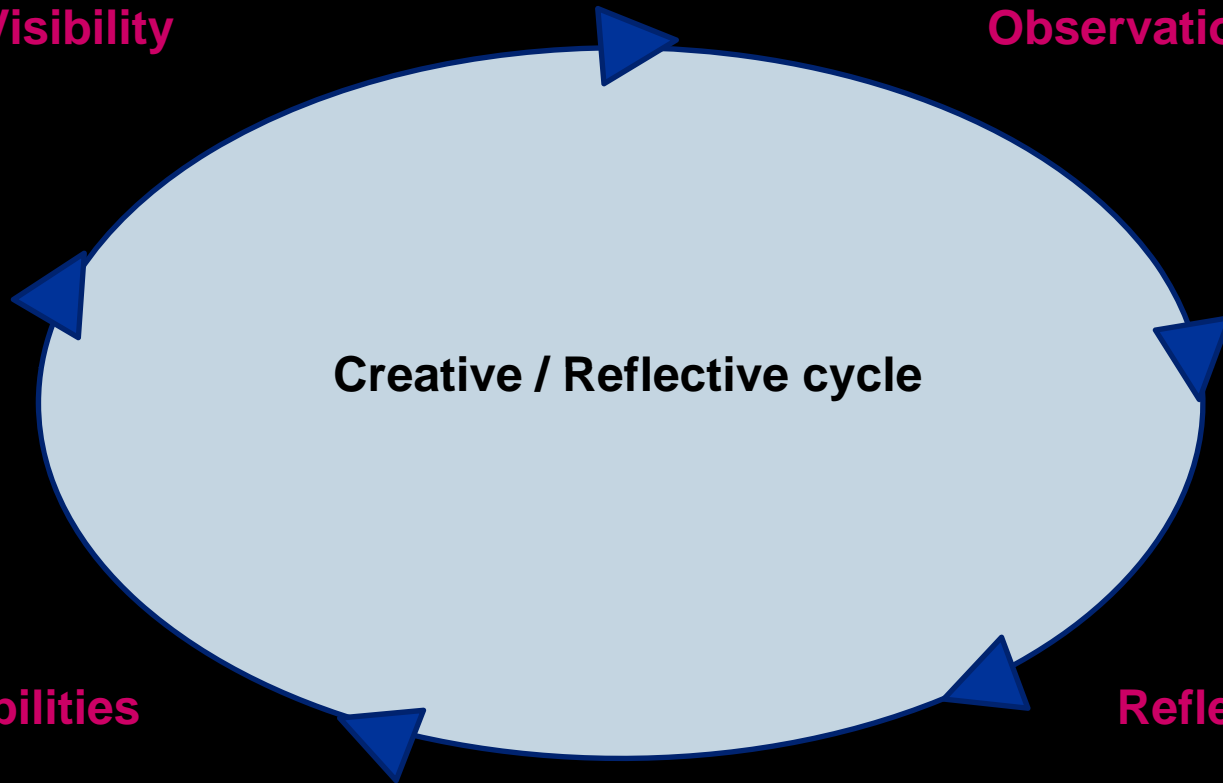
Observation

Creative / Reflective cycle

Possibilities

Reflection

Analysis



Some examples
UK



Kray



Hannah



Shaunna-Marie



Mollie



Jamie



Daniel



Sommer



Katie



Corrina



Ellie



Georgee-Lee



Kieran



Jordan

We liked painting
Mrs Morgan's
flowers. Cassidy

We liked painting
the flowers
because we like
painting and mixing
colours.

Bradley

1. We mixed paints
so they were the
same colours as the
flowers. Ieysha

2. We had to look
at the flowers and
we had to mix some
colours. I could
make purple. We
mixed blue, red
and white. It was
good. Kayleigh

We painted the
pansies Mrs Morgan
gave us. This is
what we did.

3. We looked at
the flowers. We
saw yellow in the
middle so we
made some.
Angus

4. Then we
painted the flowers
we wanted. We put
leaves on. Liam

If we cut their solo
learning process, the
deep message to the
value, their ability to
their world. So I think
very big reasons why
be involved in planning
and training

Chris Pease - Founder

Circles and Chairs at the Museum

We visited the museum to explore the things that adults's were so beautiful. The children were offered a disposable camera to record their finds!



"I'm walking in a circle!" said Katherine.



Many of the children liked the stone circle sculpture. The children walked around the edge and Katherine said "I'm walking in a circle!"



Jessika was very interested in the fossil spiral.



We found squares on the floor in the museum.



Hannah, Lili, Katherine and Brandon ran to the large circle painting. "I like this one because it's colour!" said Hannah.



"I like this one, it's got colour!" said Hannah.

The following day, we planned to build on the children's interest in circles and shapes. Yellow group looked at Kandinsky's painting and the signed photo from the museum. The children then had the opportunity to create their own circle paintings.



"They got messy," said Lili.

"They're arm wrestling!" said Brandon.



We also planned to offer the stories to explore squares, triangles, rectangles, halves and quarters. Amy chose to use the stories and said to Sarah, "look, I can make triangles!" Amy spent a long period of sustained play investigating the shapes.



"Look, I can make triangles!" said Amy.

"It's a triangle!" said Leah.

We were very surprised that the different chairs and seats interested the children so much.



Some of the children took photos of the chairs on display, others enjoyed sitting on them. Brandon said, "They're arm wrestling!" describing the arm. Hannah counted that chair had 4 legs. Lili said "They got messy" for the seats.



"1, 2, 3, 4!" counted Hannah.



We made different shaped sandwiches - squares, triangles and rectangles.



We are planning to make some school meals where we can explore the properties of different shapes.



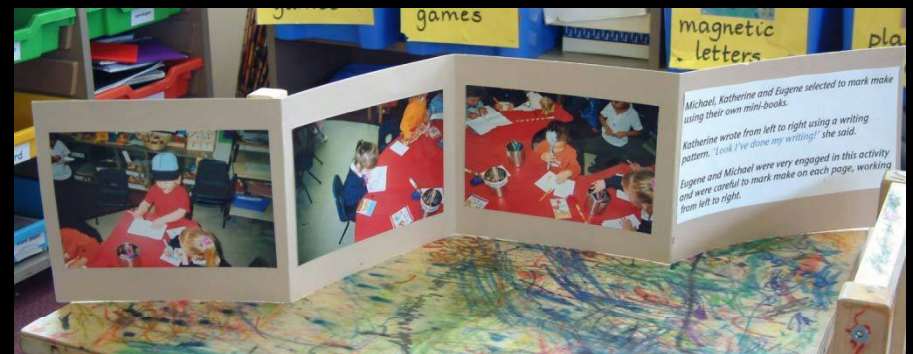
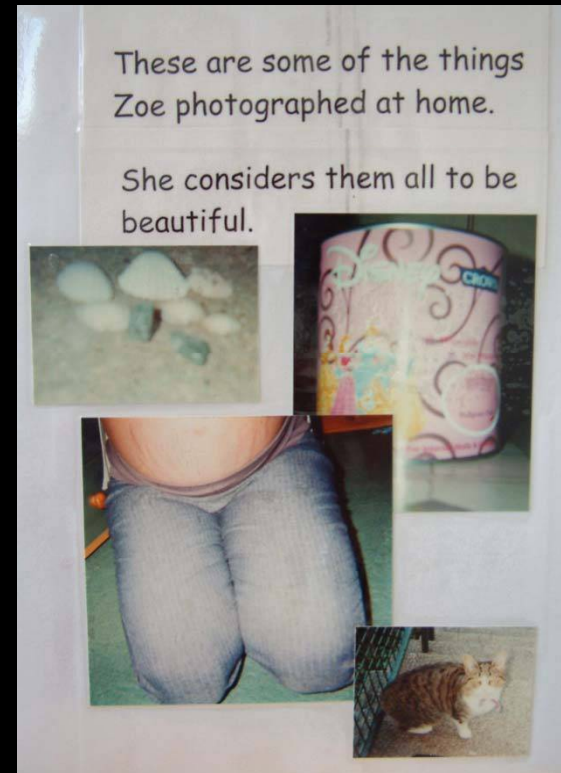
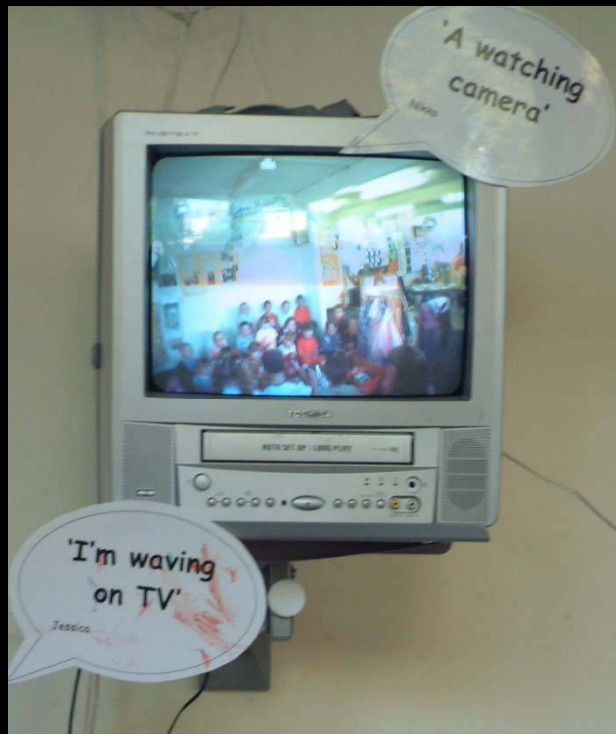
We took photographs of our food to see what shapes we had in our food.

Look at your food. What shapes do you see?



Get your hands on 2 dimensional shapes with the board!





The children were then asked what else they would like to learn about birds. These are their ideas

To the birds, Play on the slide. Love Tyler

To the birds, I made you an aeroplane. Fly on it. Love Brandon O'C

To the birds, Lovely happy thoughts of the birds. Play with your toys. Love Zoe

To the birds, Take the toys away with you if you want but can I have them back in the morning. Love Eugene

We have begun to explore flight, birds eye views, homes and worms from the children's ideas. I wonder what will happen next. Will the birds write back?

Foundation Stage Project Planner

Child-initiated ideas & questions

Make toys for the birds.
Write letters when we put the toys in the garden for the birds.
Megan: I like drawing them. I wanted to draw them.
Tyler: Worms for the birds. Yeah, in a little box or basket.
Ellie-Mae: What insects do they like?
Aaron: I want to make a park for the birds. Holes and trees.
What do they eat?
Jordan: making more things for the birds.
Lili: I want to make more food.
Joshua: making birds.
Katherine: looking at birds.
Gavin: drawing.
Learn about bird houses.
What else do birds eat?
Who are birds friends?
What about different birds?
Where do birds sleep? What are their beds like?
Red Group
Feathers - are they soft, hard and itchy?
They fly their wings. Flying flying can the Harry Potter Aeroplanes. How do they fly?

Adult-framed ideas

Research different types/names of birds.
Explore the properties of feathers.
Researching birds nests - materials, construction.
Use woodwork/bushwork to make more things for the birds.
Create outdoor sculptures.
Investigate flight - visit Bristol Airport.
Visit bird sanctuary.
Invite expert in to talk about birds.
Birdspain - little thing, long - making models.
Research other flying objects - kites, balloons.
Where do birds live? (Where do we live?) (H&S)
Associate birds types (what colour, shape, habitat).
Investigate which other animals, insects share their garden.

Eugene 10.05.03
KAMEL K.

The child's voice

A Learning Story

TAKING AN INTEREST	I offered Eugene the opportunity to come & look at the documentation about the birds. He was clearly interested & pleased at the photos of himself. "That's me!" He shared in delight. On look KAMEL Eugene said "um I, I made toys" and "me putting up water for birds"
BEING INVOLVED	
PERSISTING WITH DIFFICULTY	Eugene recalled what he had written to the birds with a great deal of accuracy. "I wrote the message take the toys now but bring 'um back later in the morning"
EXPRESSING AN IDEA OR FEELING	Eugene carried on looking at the documentation. "I think 'I'll kiss the birds later" he said. Laughing "That's Tyler, Zoe, Aaron and Kamiland, the pictures are about all the things we made for the birds"
TAKING RESPONSIBILITY	

Child Aaron Leonard
Date: 10.10.02
Observer:

Parent's Voice

A LEARNING STORY

Intending to see the learning story	Decision points and examples of use in the learning story
Relating	TAKING AN INTEREST: Finding an interest here - a topic, an activity, a link. Recognising the familiar, enjoying the unfamiliar. Coping with change.
Well being	BEING INVOLVED: Being motivated for a sustained period, feeling safe, trusting others. Being playful with others and/or materials.
Exploration	PERSISTING WITH DIFFICULTY: setting and choosing difficult tasks. Using a range of resources to solve problems when "stuck" (or specified).
Communication	EXPRESSING AN IDEA OR A FEELING: in a range of ways (especially). For example oral language, gesture, music, art, writing, using numbers and patterns, telling stories.
Contribution	TAKING RESPONSIBILITY: responding to others, in action, and imagined events, ensuring that things are fair, self-managing, helping others, contributing to the curriculum.

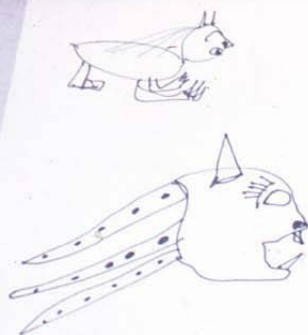
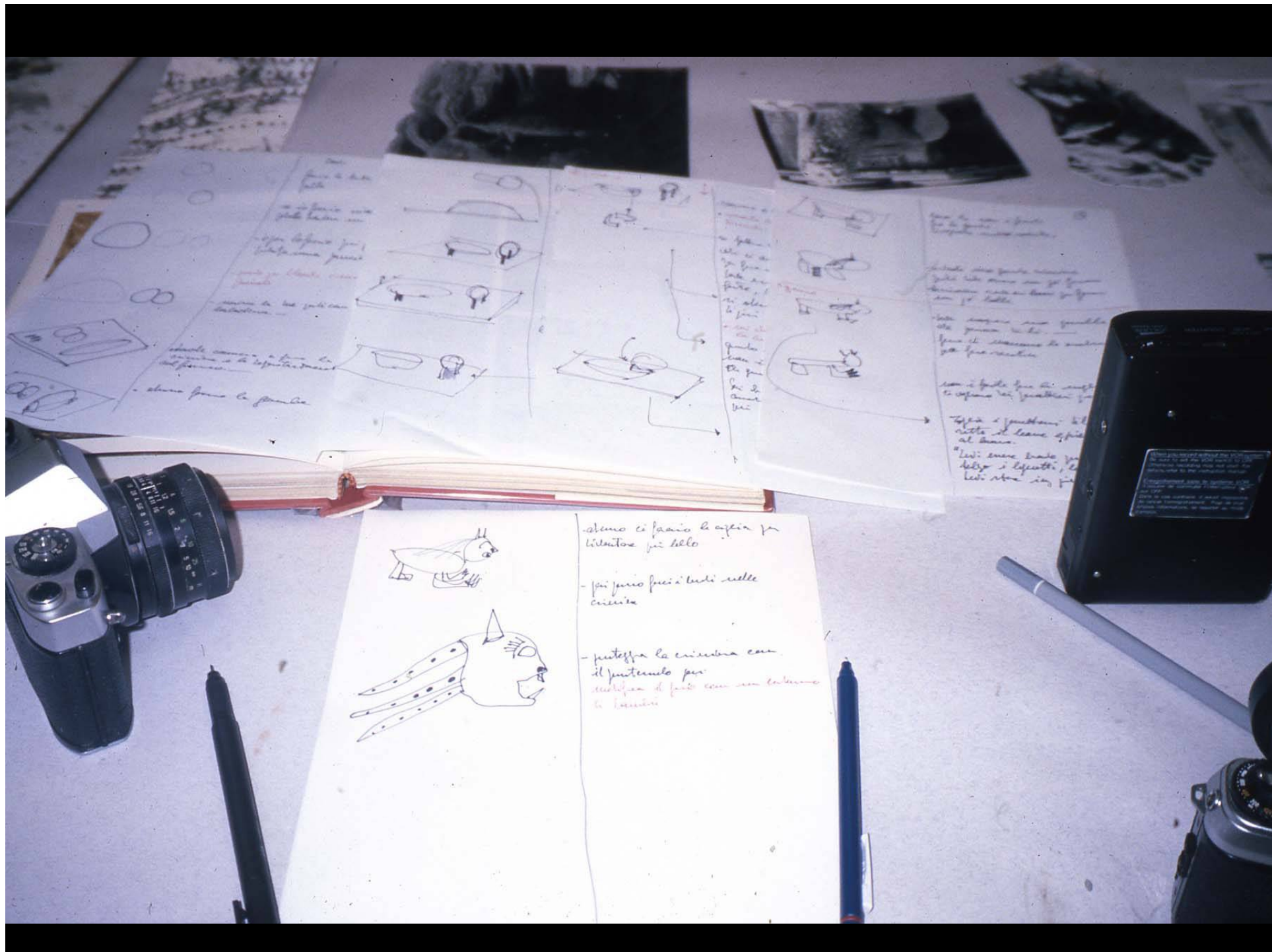
I ask my child "what did you do today"? He can never recall. "What does he do. Just play"? Today I was shown what he does. I saw photographs and quotes of his own experiences. It makes me proud to see my child learning and being a part of a team. It makes me wonder if I would have thought of using an overhead projector to aid his development and encourage his imagination. Probably not! It also makes me feel included in his education. Like, my opinion matters. But most of all it lets me know that *four* years nursery is more than just play. It's about reflection. It's about being an individual and being allowed to be one.

Very impressed!

Dennie Leonard



Some examples
Reggio Emilia



stemo ci fanno la copia per
l'editore. più bello

- poi fanno pezzi a tutti nelle
cucine

- proteggono la cucina con
il puntello per
evitare di farla con una
la cucina



L'associazione degli
strumenti che un barto
delfico, dall'andante, si
trasforma in un
cavallo, a lottare, a galop-
pare tra gli oggetti.
Sotto una semplice
protezione su un letto e tutti
gli oggetti si trovano
apparentemente come
prima, anche se rimangono
nella memoria e
nell'immaginazione, spesso di
un'alta livello artistico.

Seppure la partenza è stata allungata, la manifestazione si è svolta in un'atmosfera di grande partecipazione. Il pubblico ha seguito con interesse le varie fasi della gara, che si è conclusa con la vittoria del campione italiano, il ciclista romano, che ha completato il percorso in un tempo di 10 ore e 10 minuti.

Recent studies have shown arguments that state of residence is a significant determinant of health status. In general, the literature is divided into two main positions: one that argues that state of residence is a determinant of health status, and another that argues that state of residence is not a determinant of health status. The purpose of this study was to examine the relationship between state of residence and health status in a sample of 1,000 adults living in the United States.



MUTAGEN

RELATIONSHIP
BANKING

IMMAGINI IN MOVIMENTO



1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

SCOPE:ATE
OFFIC:O
PERCETTIVE

1999



VANGUARD

RELATIONS TRA
BILMOS

ME TAMBH (PILANI)



FINALITA' del PROGETTO

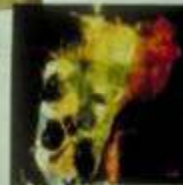
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CARTE
D'IDENTITA'
DEGLI
STRUMENTI
LUMINOSI

The early 1980s in
Indonesia is characterized
by a unique emergence
of a new movement, known as
the "New Order" (Orde Baru),
which marked the beginning
of a new era in Indonesian
history.



MUTAZIONI



SCOPERTE
OTTICO
PERCETTIVE

Int. J. Qual. Health Care
1998; 10(2): 125-130
© 1998 Taylor & Francis Ltd.

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OBSERVATIONS

Therapeutic

[illegible]E
VE







“The flow of quality information through documentation introduces parents to a quality of knowing that tangibly changes their expectations toward the whole school experience ... the system of relationships and participation has in itself a virtual autonomous capacity to educate.”

Loris Malaguzzi