Pedagogical Documentation

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Land Acknowledgement

- The City of Hamilton is situated upon the traditional territories of the Erie, Neutral, Huron-Wendat, Haudenosaunee, and Mississaugas. This land is covered by the Dish With One Spoon Wampum Belt Covenant, which was an agreement between the Haudenosaunee and Anishinaabek to share and care for the resources around the Great Lakes. We further acknowledge that this land is covered by the Between the Lakes Purchase, 1792, between the Crown and the Mississaugas of the Credit First Nation.
- Today, the City of Hamilton is home to many Indigenous people from across Turtle Island (North America) and we recognize that we must do more to learn about the rich history of this land so that we can better understand our roles as residents, neighbors, partners and caretakers



What is a Community of Practice?

A Community of Practice (CoP) is a group of people who share a common interest, or have a set of related goals, and come together to learn, share information, and reach their individual and group objectives.

The result of an effective CoP is the creation of new knowledge that advances an area of professional practice, as well as the development of a close community whose members frequently interact.



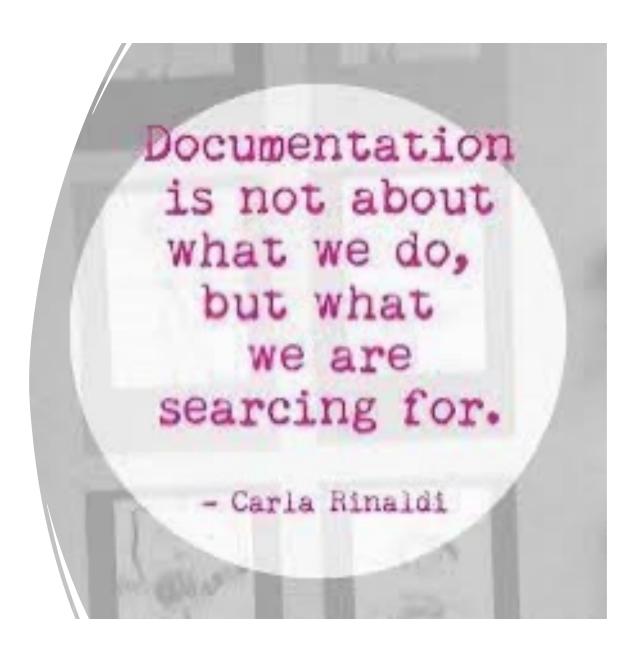
Why do we document?

Take some time to generate a list of reasons and ideas about why we document in early learning programs.

Why is it important?

Who is the documentation for?

How do you choose what to document?



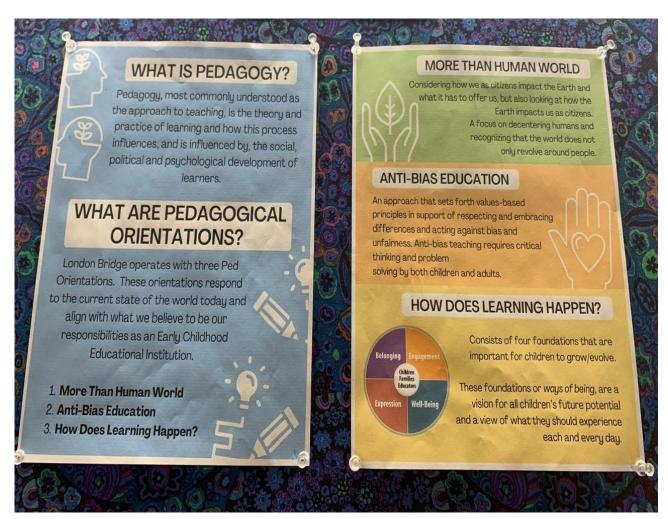
What is pedagogy?

- A body of knowledge that thinks educational practice.
- Historically, it has been concerned with forming and educating the ethically and spiritually complete citizen.
- Pedagogy engages in knowledge creation and transforms educational practice.
- Pedagogy thinks, studies, and orients education, including its purposes, protagonists, histories, relations, and processes.
- Is interested in creating an experience.
- Pedagogy is multidisciplinary.
- Pedagogy is always interrogating (and responding to) the conditions of current times and the selfevidence of its status quo.



Vintimilla & Pacini-Ketchabaw, 2020

Pedagogical
Orientations
and
Pedagogical
Documentation

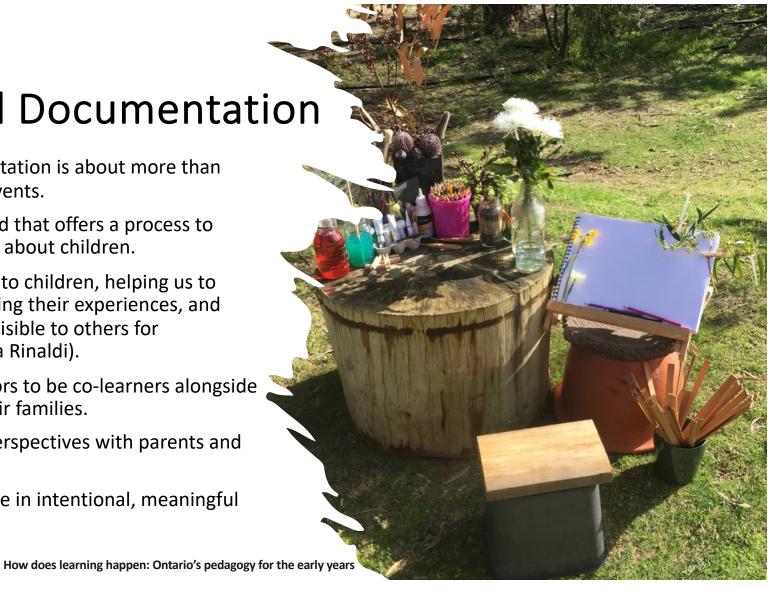




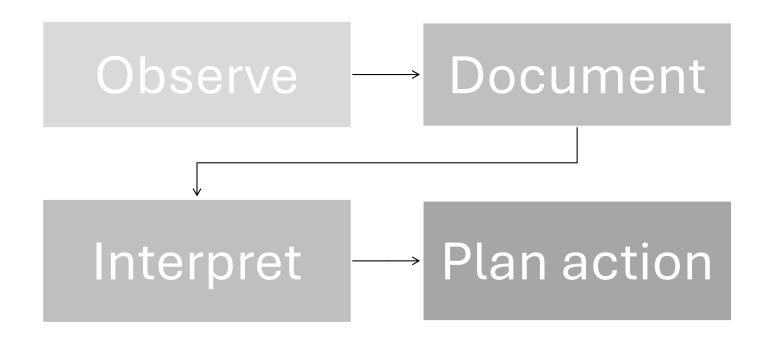
Pedagogical Documentation

Pedagogical documentation is about more than objective recording events.

- It is a research method that offers a process to explore our questions about children.
- It is a way of listening to children, helping us to learn about them during their experiences, and making this learning visible to others for interpretation (Carlina Rinaldi).
- It encourages educators to be co-learners alongside both children and their families.
- A means of sharing perspectives with parents and colleagues.
- It demands we engage in intentional, meaningful REFLECTIVE practice.



The Documentation Cycle



Data Collection Methods:

- Audio/ video recording
- Observation
- Photography
- Journaling
- Children's work (drawings, marks)
- Teacher reflections
- Charts and graphs
- Webbing
- Learning stories
- Documentation panels



Charting





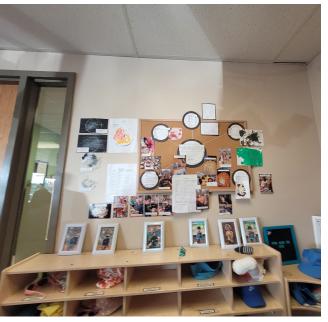


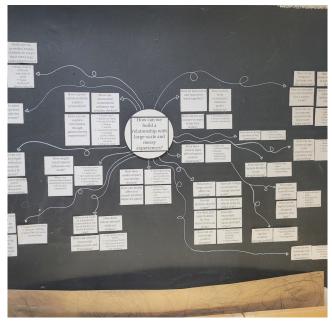
Documentation Panels

- Photographs, text, and children's work mounted on foam board, Bristol board, or another surface.
- One panel...or more!









Webbing

Let's practice



Program Planning:

1- What did you observe?

• Watching, listening, and interacting. Curiosity in play, abilities, and looking for patterns.

2- What are we planning to do?

- Once the observation has been documented, you will need to interpret the observation you have written. This means you must make meaning of the child's learning and understanding through what you have observed.
- What is this play about?
- What other learning is possible?
- What can we learn together?

3- What did we do?

What experiences can you offer to make children's learning visible? How are you going to take and further the child's skills and abilities?

- Acting on all parts of the curriculum routines, experiences, indoor inquiry, and outdoor exploration.
- Principles: Ongoing learning and reflective practice
- Practices: Holistic approaches, responsiveness to children, intentional learning.



Supporting Generative Thinking

First Field: Practitioner Knowledge Personal knowledge that each of us constructs through our individual experiences and understandings of the world. It means sharing what you know and understanding why you feel that way.	What does a first field of knowledge conversation look like? Everyone shares their perspective on something, but no one walks away thinking differently. "I might know what you think, but I have not changed the way I think".
Second Field: Public Knowledge This is knowledge offered by others, particularly knowledge gained through research or acknowledged best practice. It means being open to new ideas or interpretations than can either build on or challenge our understandings.	What does a second field of knowledge conversation look like? Ideas that are shared reach beyond the people in the discussion and consider insights and perspectives that offer new information and invite different considerations. "I am aware of this new idea for me, and I am open to learning more about it".
Third Field: New Knowledge This is the new knowledge created within us when the first two fields of knowledge combine through collaborative inquiry.	What does a third field of knowledge conversation look like? Conversations are generative, and ideas grow off each other. There is an expansion of new ideas and questions and an awareness that new ways of thinking are emerging. "What I am learning is helping me think differently than I did before. I have a different understanding and new questions."

Creating a culture of reflective practice



Pedagogical Documentation as Teacher Research:

- Pedagogical documentation is a research method, built upon a question or inquiry "owned by" the teachers, children, or others, about the learning of children.
- It calls upon the teacher not to know with certainty but to wonder, to inquire with grace, and to listen closely.
- It requires emotional as well as intellectual empathy "Can we understand without judgment of what these children are thinking? Can we show them what we think they are thinking and let them alter it?"
- The interpretation of pedagogical documentation as a research method is linked with ethnographic research in education that borrows qualitative research methods from sociology and anthropology. It builds analysis and interpretation upon the "thick description" of observational data from field notes, interviews, and visual material (artifacts and images).



Let's Reflect:

- Do I see myself inclined to document indoors or outdoors?
- What types of interactions/engagement/mom ents do I tend to document?
- Does your documentation make visible the goals you have for the children and the program?

Bring your piece of documentation to our next meeting.

Thankou