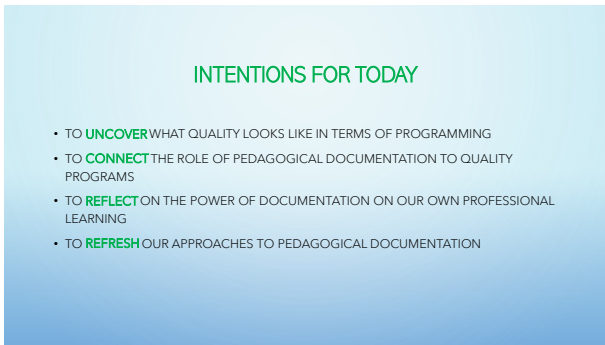


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3

WHAT DOES QUALITY LOOK LIKE IN PRACTICE, FOR YOU?

- REVISIT & EXAMINE YOUR OWN VALUES AND BELIEFS
 - WHAT DO YOU BELIEVE THAT HIGH QUALITY PROGRAMMING LOOKS LIKE? INQUIRY? PLAY BASED? STRUCTURED? FLEXIBLE? RESPONSIVE? EXPERIENTIAL? TEACHER LED? CHILD LED? COLLABORATIVE?
 - WHAT DO YOU BELIEVE IN TERMS OF HOW CHILDREN LEARN ABOUT HOW THE WORLD WORKS?
 - WHAT DO YOU SEE AS YOUR ROLE IN THEIR LEARNING?
- ENGAGE IN DIALOGUE WITH PEERS AROUND YOUR SETTING'S PHILOSOPHY OR MISSION STATEMENT – HOW DOES IT COME TO LIFE? WHAT DO YOUR BELIEFS LOOK LIKE IN PRACTICE AND IN YOUR DOCUMENTATION?

4

POLL: WHICH OF THESE ASPECTS DO YOU BELIEVE MOST CONTRIBUTE TO QUALITY PROGRAMMING?

1. PLAY-BASED LEARNING
2. RESPONDING TO OBSERVATIONS OF PLAY
3. TEACHER LED ACTIVITIES
4. PROGRAM AS A COLLABORATION BETWEEN CHILD, EDUCATOR, FAMILY
5. STRUCTURE IN TERMS OF ACTIVITIES AND ROUTINES
6. REFLECTIVE PRACTICE ON THE PART OF EDUCATORS
7. DOCUMENTATION THAT MAKES LEARNING AND THINKING VISIBLE

5

INQUIRY, QUALITY, AND DOCUMENTATION ARE INTERTWINED: ONE SUPPORTS THE OTHER!

- THE CHILD, THE EDUCATOR, AND DOCUMENTATION ARE IN CONVERSATION WITH EACH OTHER: DOCUMENTATION IS THE STORY OF THE PROCESS
- WE CAN CONSTRUCT DOCUMENTATION TO MAKE BOTH THE CHILD'S THEORIES AND THE TEACHERS' THINKING VISIBLE
- BRINGING THE READER INTO THE DIALOGUE ABOUT HOW LEARNING HAPPENS



6


DOCUMENTATION AS A TOOL FOR ARTICULATING OUR PROCESS AND INTENTIONALITY
SHOWING THE DEPTH OF THINKING INVOLVED...



7

DOCUMENTING EXPLORATIVE LEARNING THROUGH PLAY


"Through messing about with materials, and mark-making, children demonstrate their provisional theories of 'how print works'"



8

RESPONSIVENESS:
DOCUMENTING THE CHILDREN'S REACTIONS TO WHAT WE'VE DOCUMENTED

"WE TAKE OUR THEORIES ABOUT WHAT IS GOING ON IN PLAY BACK TO THE CHILDREN FOR THEIR INPUT"



9

LEARNING THROUGH PLAYFUL INQUIRY



Through inquiry – hands on deep exploration of a topic through play – children try and re-try to make their ideas come to life, form strategies, communicate, and ultimately learn about how the world works. Our construction of a Chocolate Factory has brought about some unexpected discoveries for children, one of which is that chocolate begins its journey on trees.

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The Inquiry – asking what and how?
The child asked to know more about chocolate. Through the process of inquiry, a child discovered that chocolate is made from cocoa beans. The child also discovered that chocolate is made from cocoa beans.

Question: What does it take to make chocolate? What are the ingredients? How is it made? How is it transported? How is it sold?

Answer: Chocolate is made from cocoa beans. It is made by grinding the cocoa beans and adding sugar and milk. It is then shaped into chocolate bars and sold in stores.

What the child needs to know about the children and the child's inquiry process. The child's inquiry process was to ask questions and to find out more about chocolate. The child's inquiry process was to ask questions and to find out more about chocolate.

An inquiry learning plan in the work. The child's inquiry process was to ask questions and to find out more about chocolate. The child's inquiry process was to ask questions and to find out more about chocolate.

A child's inquiry process. The child's inquiry process was to ask questions and to find out more about chocolate. The child's inquiry process was to ask questions and to find out more about chocolate.

...and the child's inquiry process was to ask questions and to find out more about chocolate. The child's inquiry process was to ask questions and to find out more about chocolate.

...and the child's inquiry process was to ask questions and to find out more about chocolate. The child's inquiry process was to ask questions and to find out more about chocolate.

Sent home digitally, for parents to read with children, and also produced in hard copy, for children to examine and talk about

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DEMONSTRATING RELATIONSHIP-BASED LEARNING THROUGH DOCUMENTATION

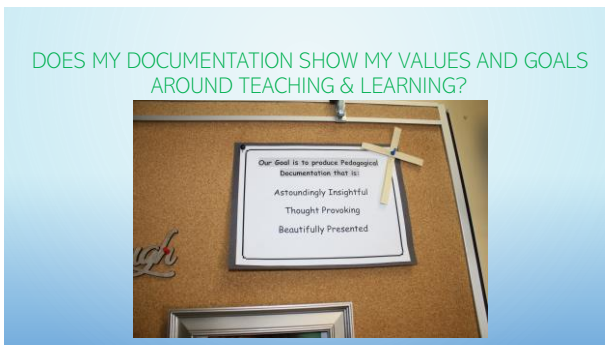


WORKING TOGETHER, ARGUING, NEGOTIATING, AND FINDING A SOLUTION, IS A PART OF INQUIRY AND RELATIONSHIP BUILDING. CHILDREN IN THIS WAY, LEARN HOW TO TAKE ON ANOTHER'S PERSPECTIVE. IN THIS CASE, ADAM AND PAUL WERE FINDING CLUES TOGETHER THAT THEY WERE NOT HAVE BEEN ABLE TO DO ALONE.

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14



15



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PEDAGOGICAL DOCUMENTATION AS PROFESSIONAL LEARNING & SHARING

THE DEPTH OF OUR LEARNING, AND OUR PROFESSIONAL GROWTH, AFFECTS PROGRAM QUALITY

WHAT CAN WE LEARN ABOUT OURSELVES AND OUR TEACHING PRACTICES FROM PEDAGOGICAL DOCUMENTATION?

HOW CAN WE GROW AS PROFESSIONALS BY DEVELOPING DOCUMENTATION?

17

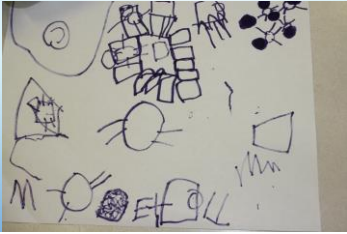
DOCUMENTATION AS A MIRROR: WHAT DOES IT TELL US ABOUT OUR TEACHING PRACTICES AND THE QUALITY OF OUR PROGRAM?

- WHAT DO WE TEND TO DOCUMENT?
- WHAT ARE WE CURIOUS ABOUT?
- ARE WE RUSHING TO ACT OR TO 'COMPLETE', OR SLOWING DOWN TO REFLECT?
- WHAT AM I PROUD OF? WHAT DID I STRUGGLE WITH?
- DOES MY DOCUMENTATION REPRESENT MY VALUES AROUND TEACHING AND LEARNING? **AN INDICATOR OF QUALITY!**
- CAN IT CONTRIBUTE TO OTHERS' PROFESSIONAL LEARNING?
- **DISRUPTING TRADITIONAL PRACTICE: ARE WE FOLLOWING 'OLD SCRIPTS' FOR PRACTICE, OR CONSTANTLY SEARCHING FOR INNOVATION?**

18

THE RE-CONCEPTUALIST IDEA OF 'DISRUPTING'
...RE-EXAMINING OLD SCRIPTS, THEORIES, AND
ASSUMPTIONS

Eventually written
up as a Learning
Story for this child
and family



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PROGRESSIONS!
IT'S A JOURNEY



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UNCOVERING
CHILDREN'S THEORIES
THROUGH
DOCUMENTATION AND
ALLOWING FOR
DISAGREEMENT

SIOUX LOOKOUT, ONT.



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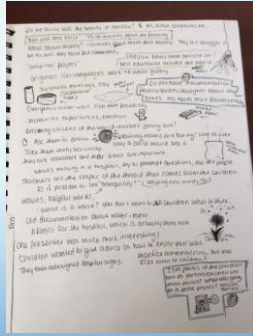
DOCUMENTING THE EDUCATOR'S THINKING...THE IMPORTANCE OF SKETCH/NOTEBOOKS

Notes from this student:

'Teachers are the keepers of the thread that comes from the children'

'Is it possible to see tranquility?'

'What is a wave? You don't want to tell children what to think'



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ARE WE RUSHING FORWARD? OR SLOWING DOWN TO REFLECT?

From the National Child Research Center in Washington, DC (Julie Glen)

Photograph by Lisa Agogliafi



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SLOWING DOWN THE PROCESS: BEGINNING WITH THE CHILDREN'S THINKING:

Yew Chung International School, Hong Kong



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SLOWING DOWN TO REFLECT

- WE OBSERVE * WE REFLECT * WE ENGAGE IN DISCUSSION WITH PEERS * WE DOCUMENT
- WHAT IF WE USED [THE SPACES IN BETWEEN](#) ?
- 'THE SPACE IN BETWEEN' THESE STEPS PROVIDES A WINDOW TO WIDEN OUR VIEWS; IT IS WHERE THINKING HAPPENS

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WIDENING THE SPACES TO ALLOW FOR WONDERING

- WHAT IF I OBSERVED THIS TYPE OF PLAY AT DIFFERENT TIMES OF DAY?
- HOW DOES MY METHOD OF TAKING NOTES AFFECT WHAT I DOCUMENT?
- WHAT IF ALL OUR VOICES WERE PRESENT IN DOCUMENTATION?
- WHAT WOULD HAPPEN IF OUR WONDERINGS WERE GIVEN MORE TIME FOR DISCUSSION?
- WHO IS INVOLVED IN DECIDING ON WHAT IS DOCUMENTED?
- ARE WE COMFORTABLE WITH DISEQUILIBRIUM? CAN WE PAUSE AND USE IT AS A PLACE FOR GROWTH?

27

MIGHT OUR DOCUMENTATION CONTRIBUTE TO OTHERS' LEARNING?



28

DOCUMENTING INFANTS' INTENTIONS

Contributed by Kristo Ahearn



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REMEMBERING IS IMPORTANT – OUR WORK AND EXPERIENCES ARE INSIDE US, NOT FORGOTTEN... JUST WAITING FOR US TO MAKE THEM VISIBLE.

• TO REFLECT UPON:

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QUESTIONS, IDEAS, THOUGHTS?



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CONTACT ME!

- WWW.SUESTACEY.CA
- WWW.LINKEDIN.COM
- TWITTER @SUSANSTACEY8



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