

Learning module: Communicating Information about Children's Learning

Duration of the workshop: 2 hours

Audience: Educators

Materials:

- Projector and computer with internet access and functioning speakers
- screen and extension cord
- Appendices A, B and C
- Photocopies of "[Aidan and the Dragon Egg](#)" pages 1-9.
- chart paper and markers

Preparation:

- Before the workshop send a notice to all participants to either bring hard copies or a device to access *The Kindergarten Program, 2016* and *Growing Success: The Kindergarten Addendum*.
- Request participants to bring an example of documentation they have collected for some of their students. (The documentation should be in a format that is easily shared.)
- Photocopy Appendixes.
- On the day of the workshop arrange the venue so the participants are sitting in at least four groups.

Purpose:

The goal of this workshop is to support educators' learning about effective assessment, evaluation and reporting as it aligns with *The Kindergarten Program 2016* and *Growing Success: The Kindergarten Addendum*.

Objectives:

Educators will:

- Feel competent in choosing significant examples of student learning from their pedagogical documentation,
- Successfully convey students' key learning and growth in learning as it relates to the overall expectations in each frame by using clear and plain language that parents will understand, and
- Develop strategies to involve parents in next steps of the child's education.

Procedure:

Welcome

The facilitator welcomes the group and gives an overview of the purpose and objectives of the workshop explaining that the content involves a learning module; work with various documents; and individual, partner, small group and large group activities.

Introduction

The facilitator invites the group to view the quote from *Growing Success: The Kindergarten Addendum* in slide 2.

Questions to engage the group: What is Communication of Learning?

What is the purpose of communicating a child's learning to parents?

How does communicating information about a child's learning support a reciprocal learning relationship between educators, children and families? (see slide 9)

Part I – The partners involved in education

Please Note: Part I has slides that are common to all eight learning modules. If your participants have already attended some of the learning module workshops, this section can be used as a review only section.

Pre-viewing activity (individual)

To give context to this workshop, the facilitator begins with the partners that are involved a child's learning.

Each participant is asked to complete Appendix A as a warm-up activity. Before taking up the activity, begin the slide deck.

View

Slides 3-7. The facilitator can elaborate on the slides' message using the slide notes included.

Post-viewing activity (whole group)

Discuss characteristics of the partners in education: educators, families and children.

Questions: Where do educators, families and children intersect?

 How is our view of assessment linked to our view of children?

Extension: View slide 6 that indicates "environment" as one of the partners. Discuss view of the importance of environment.

 Discuss relationships between families, educators and environments (degree of importance, significance, positive and negative impacts).

 Expand on learning in relationship by viewing and discussing slide 7.

Part II – Pedagogy of Assessment

Pre-viewing activity (individual or pair sharing)

With the goal of assessing knowledge and queries of the participants, and to validate their concerns, the facilitator asks the participants to complete Appendix B (K-W-L on communicating learning).

View

Slides 10 - 17. The facilitator can elaborate on the slides' message using the slide notes included.

Post-viewing activity (whole group)

The facilitator invites the group to comment on the definitions found on slide 16.

Questions: What resonates with you when you compare the definitions on this slide? Why?

 What am I wondering about pedagogical documentation and the relationship with assessment for, as and of learning?

Part III – From Pedagogical Documentation to the Communication of Learning

Pre-viewing activity (individual)

The facilitator gives out copies of "Aidan and the Dragon Egg" to all participants and provides time to review the

story. The facilitator invites the participants to keep the story in mind when viewing the next slides.

View

Slides 18-20 re: unpacking the learning

Post-viewing activity (small group)

The facilitator asks each group to contemplate together what key learning was demonstrated in Aidan's story. Ask the group to come up with a scenario that may demonstrate Aidan's growth in learning imagining future pedagogical documentation. Direct the group to propose next steps for the educator and the parents.

The scenarios may be shared between groups or as a whole group discussion.

View

Slides 21-24 Re: key learning, growth in learning, next steps and the four frames.

Post-viewing activity (small group)

The facilitator asks each group to contemplate together the samples embedded in the notes and reflect on the learning that is communicated in each case. **Please note:** it is impossible to create an exemplary comment because comments about a child's learning reflect the reciprocal learning relationship that exists between educators, children and families. Without knowledge of the relationship, it is difficult to determine if a comment is the best reflection of key learning, growth in learning and next steps for a child.

Questions: Can you determine which of the four frames is reflected in the learning in this comment?

View

Slides 25-26

Reflect on the comments created in relation to Aidan's story and the comments offered in slides 21-24 using the questions and criteria on the slides.

Allow time to share with the large group.

Part IV – creating a comment using documentation

Pre-viewing activity (small group)

The facilitator invites members of each table group to share their particular examples of documentation of learning they have brought to the workshop. These examples could be jottings, photos with captions, documented conversation, etc.

View

Slides 27-28: communicating learning and reflecting on the communication of learning

Post-viewing activity (partner and small group)

The facilitator now invites the participants to view their pedagogical documentation more closely, or they may want to exchange their documentation with a partner in order to get a new perspective.

The facilitator directs the participants to choose the:

- Example of key learning demonstrated by this child at this time,
- Growth in learning of this child,
- Overall expectations within the frame that can be linked to the learning demonstrated, and

- Frame that the documentation corresponds mostly closely with.

Then the participants formulate examples of:

- Next step in learning.

The facilitator reminds the participants that:

*comments present information in a conversational way that is easy to understand.

*comments focus on the learning the child has demonstrated, rather than the activities the child has participated in.

*the comments focus on or refer to strengths and growth in learning in relation to the expectations and specific evidence gathered from conversation, observations and demonstrations of learning and may also include the child's interests and preferences in learning.

The facilitator allows time for peer sharing and critique of the comments.

Questions: How do you keep the families in mind when you are communicating information about a child's learning?

Extension: View slide 29. Imagine a family's reaction to your comments. Is there anything you would change?

View slides 30, 31 and 32. Discuss your own thoughts on the importance of communicating information about a child's learning. How you can value the role of families?

Wrap-Up

The facilitator presents slide 33 and encourages a group discussion about how participants' understanding has deepened regarding assessment and communicating learning.

Time can be given for further reflection and discussion of Appendices B and C.

Appendix A

Instructions:

Sort the characteristics below under the appropriate heading.

Characteristics:

- competent
 - curious
 - caring
 - loving
 - reflective
 - influencers
 - fun-loving
 - rich in potential
 - _____ (add your own)
- experts
 - life-long learners
 - hardworking
 - knowledgeable
 - resourceful
 - creative
 - rich in experience
 - capable of complex thinking

Educators	Parents	Children
<i>Characteristics</i>	<i>Characteristics</i>	<i>Characteristics</i>

Appendix B

Instructions:

Take a moment to reflect and write brief answers to the questions below.

What do you Know	What do you Want to Know	What do you want to
<i>About the theme in the learning module</i>	<i>About the theme in the learning module</i>	<i>About the theme in t</i>

Appendix C

Instructions:

Reflect on what you are learning about *The Kindergarten Program, 2016*.

	What am/are I/we thinking or wondering about, as a result of this learning?	How might I/we act on my/our wo
Repeating These practices have proven successful and are supported by current research.		
Re-thinking These practices have had some measure of success but may need some modifying to enhance their effectiveness.		
Removing These practices have had little measure of success and are not supported by current research.		
Replacing These practices are based on current research and have proven successful for others.		