Facilitator's Guide

for

Learning Module:

Pedagogical

Documentation

Pedagogical documentation

Overview:

Pedagogical documentation underlines the importance of documenting or making visible the thinking and learning of the child. Be affirmed in the practice of slowing down to discern the learning and explore how pedagogical documentation supports assessment practices.

Duration of the professional learning opportunity: 60 minutes

Audience: Educators

Materials:

- projector and computer with internet access and functioning speakers
- screen and extension cord
- appendixes A, B and C
- chart paper and markers

Preparation:

- Before the professional learning opportunity, send a notice to all participants to either bring hard copies or a device to access online *The Kindergarten Program, 2016, Growing Success* and the Building Capacity Monographs – *Pedagogical Documentation* and *Pedagogical Documentation Revisited.*

- Photocopy appendixes.

- Prepare chart paper with information from slides and notes on slides 21-24 for easy reference during Part IV of the professional learning opportunity.

    o Chart #1 Documentation: What did you see/hear?, etc.

    o Chart #2 Interpreting the documentation: When I saw… I was thinking…, etc.

    o Chart #3 Analysing: What does the documentation suggest about the children's thinking, etc.

    o Chart #4 Implications for practice: How might this information be used to plan for learning, etc.

    o Chart #5 Reflection: How do we know learning is happening for this child at this time?, etc.

- On the day of the professional learning opportunity, arrange the venue so the participants are sitting in at least four groups.

Purpose:

The goal of this professional learning opportunity is to support educators' understanding of pedagogical documentation, how it aligns with the four frames of *The Kindergarten Program 2016* and how it supports assessment practices.

Objectives:

Educators will:

- Reflect on the possible shift in the way they document learning and

- Adapt their instruction and assessment methods as a result of their understanding of pedagogical documentation.

Procedure:

Welcome

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

Introduction

The facilitator invites the group to view the photo of a student-constructed city in slide 1.

Questions to engage the group:

What do you notice?

What curiosities do you have about the intention of the children, their thinking and their theories?

Part I – The partners involved in education

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

Pre-viewing activity (individual)

To give context to this professional learning opportunity, 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 3-5. 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, parents and children.

Questions: Where do educators, parents and children intersect?

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

Extension: View slide 6 that introduces "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 relationships by viewing and discussing slide 7.

Part II – What's new for educators

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 pedagogical documentation).

View

Slides 8-12.

Post-viewing activity (whole group)

The facilitator invites someone in the group to explain the term: inquiry stance; and invites others to share stories of how an inquiry stance has been demonstrated in their classroom by a child or by an educator. Open the floor for participants to share their discoveries of the worlds of children.

Questions: What does a culture of inquiry look like?

How does this culture relate to overall learning expectations, the four frames and play-based learning?

Part III – Preparing for pedagogical documentation

Pre-viewing activity (small group)
The facilitator invites each table group to brainstorm skills that an educator contributes to a culture of inquiry encouraging the group to also come up with specific examples. Or in other words, what does an inquiry stance look like for an educator?

View
Slides 13-15.

Post-viewing activity (small group)
The facilitator asks each group to contemplate together how an educator's thinking may evolve when practicing pedagogical documentation. The group is to ponder what an educator may give up (e.g., knowing all the answers ahead of time, certainty of the outcomes) and what they have to gain (e.g., slower-paced context, more interaction with the children).

The group will then create a checklist for educators to use to guide them to be successful pedagogical documenters.

Questions: What possibilities do you see when you let go of certainties and take on a stance of inquiry?

Extension: View slide 16 and make a list of the benefits of pedagogical documentation.

Amalgamate the ideas from all the groups to come up with a common guide that educators can consult when engaging in pedagogical documentation.

Part IV – The how-to of pedagogical documentation

Pre-viewing activity (small group)
With the goal of consolidating some of the learning about pedagogical documentation so far in the professional learning opportunity, the facilitator gives participants time to reflect and complete appendix C (Reflection on the four Rs – repeating, re-thinking, removing, replacing).

View
Slides 17-18: The facilitator reviews protocols for pedagogical documentation.
Slides 19-20: Participants have a first viewing of the story "Aiden and the Dragon Egg" and/or the video "Mathematics in Playdough Play."

Slides 21-24: The facilitator reviews in detail the four stages of the protocol.

Slides 19-20: Participants engage in pedagogical documentation while re-viewing the story and/or video.

Post-viewing activity (small group presenting to another small group)
After the participants have had the opportunity to view and document the process of learning going on in the videos, the facilitator hangs the prepared chart papers containing the four stages of the protocol of pedagogical documentation.

Each group is invited to work through the four stages together in their small groups. Together they will interpret and analyse documentation and discuss implications and reflections.

The facilitator gives each group the choice of which video they would like to document. When the groups are finished in their small group discussions they are invited to team up with another group to learn from each other as they present their thoughts and reflections.

Questions: How would you describe your personal experience of pedagogical documentation today compared to your practice of assessment in the past?

Extension: View slide 25 and offer some observations of your experience with pedagogical documentation.

View slide 26 and discuss how pedagogical documentation can play a role in building relationships with families.

Wrap-Up

The facilitator presents slide 27 and encourages a group discussion about how participants' understanding has deepened in relation to documenting, the approach to documenting (inquiry stance) and how pedagogical documentation supports assessment practices.

Time can be given for further reflection and discussion of appendix B (K-W-L) and appendix C, slide 29.

Opportunities for Further Learning slide 30.

Participants can consider how they could facilitate further conversation through Twitter, board chat room and Teach Ontario.

List of resources

Pedagogical documentation

[Pedagogical Documentation](#)

[Making Learning Visible Through Pedagogical Documentation](#) -

[Capacity Building Series: Pedagogical Documentation](#) -

[Capacity Building Series: Pedagogical Documentation Revisited](#)

[Excerpts from ELECT](#)

Appendix A

Sort the characteristics below under the appropriate heading.

Characteristics:

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

_____ *(add your own)*

Educators	Parents	Children
Characteristics	*Characteristics*	*Characteristics*

Appendix B

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 Learn
About the theme in the learning module	*About the theme in the learning module*	*About the theme in the learning module*

Appendix C

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 wonderings?
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.		