“The observation, the documentation, the assessment and the instruction are happening at the same time. They are not discreet processes.”

“Through creating the learning goals and success criteria we were able to get a better understanding of the expectations in the Program Document. Having these expectations in our heads allowed us to be more emergent in our planning because we were able to see where an expectation was emerging in the children’s work and play.”

“Instead of putting up the success criteria and then taking pictures to illustrate each one we began by collecting evidence of children’s learning (photos, anecdotal notes, quotes) and then named the learning as the evidence went up on the panel. It was important to build the panel over time and to refer to it every day.”

“(Documentation) panels do not take a lot of educator time if you construct them with children.”

“Co-creating the panels allowed children to participate and engage in their learning. I see the children being the guide. You documented where they need to go or want to go next.”

“Last year’s portfolios were a story. This year’s portfolios are a story of learning.”

“We noticed that providing students with the language of learning [using the language of goals and criteria] enabled them to label their own learning.”

“Authentic, real-life contexts gave us better assessment data.”

“Children were able to demonstrate their learning in different ways at different centres and doing different activities.”