Kindergarten Matters:  
Re-imaging Literacy and Mathematics Throughout the Day  
Assessment For, As and Of Learning through Pedagogical Documentation

[ Music ]

[Text on screen]:  
“This reflects a disposition of not presuming to know and asking how the learning occurs rather than assuming in a transmission model that learning occurs because teaching occurred.”

Wien, 2011

[Text on screen]:  
Reflective Question

What is your thinking about making learning visible?

[ educators sitting around a table ]

EDUCATOR 1: When we really started to share documentation with children and invite multiple perspectives, assessment for As and Of Learning really came together in one experience. And you know it's very easy for us now to look back, you know, and we always change roles. Like one of us will be, you know, recording and thinking. It's very easy now to look back on that documentation and, you know, I think at the beginning it was what to do after the experience and now it's like what not to do. There's so much there--

EDUCATOR 2: Yeah.

EDUCATOR 1: you know that really there's so many directions we could go to support their, them in further learning. It's just deciding now the best place to go.

EDUCATOR 2: Um hum. Yeah.

EDUCATOR 1: You know?

EDUCATOR 2: And I think too like Trudy was talking about how they document their own learning, that's bringing self assessment in every day, almost in everything that they do.

EDUCATOR 3: When your students go back and they look at the learning that's taken place from a long time ago, they know it. They're proud of it. They own it. They can talk about it. And I think that that is just one of the most amazing things.

[ educator 4, 5, 6, and 7 sit at a table ]
EDUCATOR 4: When you take a look around this room you see lots of examples of documenting children's learning and know you've been on quite a journey with pedagogical documentation. Can you share some of that journey with us today?

EDUCATOR 5: Um hum. Well we started at the beginning of the year taking pictures, you know of what the children were working on and what they wanted to show us.

EDUCATOR 6: Um hum.

EDUCATOR 5: But then I started taking photos of things that I wasn't expecting. For example, one day we were playing with the boxes and the children were standing in the boxes. And I couldn't understand why they were standing in the boxes. And they said well we're in the elevator. And I said oh okay, and I hadn't realized that's part of their experience.

EDUCATOR 4: Sure.

EDUCATOR 5: So that was wonderful and they were counting the floors as they went on the elevator and down the elevator. And then they would talk about getting in the elevator together and how many could fit in the elevator. So I took pictures of this and I've shown them, shared that with them and we've been able to talk about it and have discussions since. And a similar episode happened remember the day when they found the fish?

EDUCATOR 6: Yeah they brought the snow piece looks like a fish. This looks like exactly a fish and we just put it in the container and we let it get melt and the next day when they, they were so interested in sitting in a circle and looking at the piece of snow but it just looked like a fish.

EDUCATOR 5: And we predicted I think, we— How long it would take to melt.

EDUCATOR 6: How long it would take, yes.

EDUCATOR 5: Because some of them said 100 days. We had imagined that this snow fish would just melt into water. And when we came back the next day there was actually an outline of the fish made by dots, and that was a surprise to us.

EDUCATOR 6: Yes I was surprised too.

EDUCATOR 5: And it wasn't what we expected. So by documenting the process, it was wonderful because it was something that wasn't planned and to see their responses. So all of the sudden you know we had comments like when it melted the dots made the shape of the fish. And then their hypothesis like maybe the dirt was behind it and when it melted the dirt was inside the water. So they really were figuring that out. And it was something that we just couldn't have planned to happen.
EDUCATOR 6: Yeah and one of the child say maybe the fish melted or they jumped out and they went back outside again.

EDUCATOR 7: They do have these working theories--

EDUCATOR 5: They do.

EDUCATOR 7: about why things happen and you can certainly see the evidence of that. And it's so important to have that captured so that you can revisit that with the children. And I think that you've mentioned how critical it is for the children that you have in this classroom--

EDUCATOR 5: Yeah.

INTERVIEWER 7: to revisit their thinking over and over again in order for it to go deeper.

EDUCATOR 5: Um hum.

[ educator 8 and educator 9 sit at a table ]

EDUCATOR 8: When we took out the cameras this morning I had him revisit why he took that picture. And so this is amazing. So what he had to say was, he was concentrating. So he took this picture because he liked the way that he was concentrating.

EDUCATOR 9: So he took the picture of this child because he saw the value in what he was doing.

EDUCATOR 8: Exactly. And by giving them the cameras, they're able to capture someone else's learning.

EDUCATOR 9: Um hum.