

**Kindergarten Matters:
Re-imagining Literacy and Mathematics Throughout the Day
Re-imagining Assessing for Learning: Pedagogical Documentation**

[Music]

[Text on screen]: Re-imagining Assessing for Learning: Pedagogical Documentation

[educators sit around a table]

EDUCATOR 1: So one of the things that I'm thinking about and wondering about in listening to you is when you're -- you have all of this different learning taking place at all different times and like you said, it's hard to plan ahead and know exactly what direction it's going to go in...

[Text on screen]: thinking about planning

EDUCATOR 1: because where the kids are going to take it isn't always where you think it's going to go. So your reflection in your documentation is a key part of that but where does the assessment framework sit within that and where does the curriculum sit within that so when there's so many things going on with so many different children and there's learning happening in all different areas, how do take that and kind of pull it together?

EDUCATOR 2: So that's when we observe and document, you know, we really try to pull just a wide variety of artifacts so that we can hopefully appreciate the many different ways that children will express their learning so, you know, when we first started, I think we really paid a lot of attention to their conversations and we still do but we've really expanded what we consider artifacts for documentation so that's one aspect that has changed. And, you know, then we really take the time to have conversations with each other and the children

[Text on screen]: thinking about negotiating and co-constructing learning

EDUCATOR 2: and almost a conversation with curriculum, you know, to look for relationships again. You know, and sometimes those relationships will be revealed in one source over another but it's through those conversations and reflections that we decide, you know, what to offer the next day.

[Text on screen]: thinking about where to go with the learning

EDUCATOR 2: So, you know, for example, today, you know, during an experience when a child had written the -- she was writing 25 and she had written, you know, the 5 and 2 and Tamera was documenting that experience, it wasn't necessarily the time to intervene and, you know, provide a correction and I thought about, you know, what that would do to her confidence in that moment. But by documenting, we can really reflect

on, you know, what would be an experience to offer her tomorrow that can help her to explore that, you know, so I mean documentation is very complex and is used for so many different things, you know, but it -- this would be an example of where it would help us to think about tomorrow and how we would respond to that.

EDUCATOR 3: I think you both moved your documentation from where you were concentrated on doing the documentation to where the students now are documenting and so when the students are documenting, they're documenting their thinking.

[Text on screen]: thinking about student voice

EDUCATOR 3: You can pull so many aspects of the curriculum into that as you look at what they're writing down and it's amazing when the kids read their documentation back to you how proud they are. So it has moved in many different circles and many different approaches. So even today, where the kids were doing their drawing from what they were finding, you were allowing them to come up and to express exactly what they were finding from the picture that you were looking at in front of the presentation that Scott had given you. So that, to me, has shifted because the documentation that you're seeing there is each and every child that was coming forward, their own representation of another child's thinking and then so all of that is being brought forward so there's many aspects of the curriculum that we saw present today and it's interwoven, again, it's -- we saw the math, we saw the language, we saw, you know, writing, we -- it was everything that we -- even the colour combinations of mixing two colours to get the colour that they couldn't find, the exact block for.

EDUCATOR 2: The first time we did something like that, when we really started to share documentation with children and invite multiple perspectives, assessment for as and of learning really all came together in one experience and, you know, it's very easy for us now to look back, you know, and we always changed roles, like one us will be, you know, recording, 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, 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, you know?

EDUCATOR 4: And I think too, like Trudy talking about how they document their own learning, that's bringing self-assessment in every day, almost in everything that they do.