

**Kindergarten Matters:  
Re-imagining Literacy and Mathematics Throughout the Day  
Re-imagining Children's Thinking**

[Background Music]

[Text on screen]: Re-imagining Children's Thinking

[ educators and interviewers sit at a table ]

INTERVIEWER 2: When you take a look around this room, you see lots of examples of documenting children's learning, and I know you've been on quite a journey with pedagogical documentation. Can you share some of that journey with us today?

EDUCATOR 1: 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, but then I started taking photos of, of things that I, I wasn't expecting. [looking at pictures] 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.

[Text on screen]: thinking about building on children's lived experiences

EDUCATOR 1: And I said, oh, okay, and I hadn't realized that's part of their experience. So that was wonderful and then 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 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.

[Text on screen]: thinking about revisiting documentation to further socially construct knowledge

EDUCATOR 1: And a similar episode happened, remember the day when they found the fish?

EDUCATOR 2: Yeah, the snow piece, and it looks like a fish, and we just put it in the container and then we let it melt and the next day, when they, they were so interested in sitting in a circle and looking at the piece of the snow, but it just looked like a fish.

EDUCATOR 1: And we predicted, I think, how long it would take to melt.

EDUCATOR 2: How long it would take, yes.

EDUCATOR 1: 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 2: Yes! I was surprised too.

EDUCATOR 1: 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 a sudden, you know, we had comments like, when it melted, the dots made the shape of the fish. And, and then their hypotheses, 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, have planned to happen.

EDUCATOR 2: And one of the child said maybe the fish melted or it jumped out and went back out, outside again.

INTERVIEWER 1: They do have these working theories.

EDUCATOR 1: They do.

[Text on screen]: thinking about being in a learning stance

INTERVIEWER 1: 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, to revisit their thinking over and over again, in order for it to go, go deeper.

[Text on screen]: thinking about children's competencies and capabilities

EDUCATOR 1: And they are so capable of that, and that's what we have learnt from this is that they're capable of this consideration of different topics, and, and the predictions and the observations, and they've become really, really up to doing observations, which we've seen now with the snails and the plants, and it, what they've learned in one project, they just seem to apply those skills in learning the context in other areas.

INTERVIEWER 1: Again, it's that, that focus on how you know when learning happens. It's that connectivity and the application into other, other contexts, and as you've said, there are many children in your classroom that, that have diverse needs, that are acquiring an, an additional language here, and it's, it's fascinating to see what their, their thinking is.

EDUCATOR 1: One of the things that I've noticed that the pedagogical documentation has done for us is it's helped us realize when there's been a change in thinking, for this, you know, for even just particular students. So, for instance, one of our students was quite sure that the, when we had had this ice sculpture, that it had jumped out and, and left the container. And then by going through a few more days of exploration, that also involved bringing in more snow and melting it, and seeing that it's actually melting in different processes, then he was able to think back and realize that that fish...

EDUCATOR 2: Didn't jump out. It was the snow had melted.

EDUCATOR 1: Yes. So there was that ability to see that, that shift in thinking, and his change in his own hypothesis.

INTERVIEWER 1: Which, in fact, again can expect the literacy behaviours we've been talking about, where thinking is impacted by experience and we synthesize our thinking, and it, it changes as we get more information.

[Text on screen]: thinking about literacy behaviours in unexpected places

INTERVIEWER 1: So, you really are, again, able to connect their thinking into those literacy and numeracy behaviours through the analysis of your documentation.

EDUCATOR 1: Yes. And I think by revisiting things more than once, or giving them other opportunities, you allow that opportunity to see the change as opposed to just saying, oh, that's all that, you know, that's all we're going to do about that, but by revisiting and continually trying things in different ways and having other children comment, we kind of build in that opportunity for the change in the thinking as well.

INTERVIEWER 1: And we define that in the document, under the heading, the Social Construction of Knowledge, right? It's a very constructivist view of how we create learning and, and knowledge.

EDUCATOR 1: Yes.