

**Kindergarten Matters:
Re-imagining Literacy and Mathematics Throughout the Day
Revisiting Pedagogical Documentation**

[background music]

[Text on screen]: Revisiting Pedagogical Documentation

NARRATOR: Educational researcher, Steven Katz, encourages us to think about learning as a shift in thinking and action. Part of the shift in thinking and action, for educator teams, is to consider the powerful impact of revisiting documentation with the children in service of cold construction and knowledge building. Let's listen in to the educators from the previous video segments discussing the thinking that informed the classroom practice just viewed.

[Text on screen]: Re-imagining Learning Materials

[educators sit around a table]

EDUCATOR 1: We've really noticed this year that the materials are taking on a language of their own. And, you know, if we, if we really simmer down our entire program, to two things...

[Text on screen]: thinking about studying and focusing on the learning

EDUCATOR 1: you know, lately, we, we're thinking it's about, you know, understanding and expressing, and understanding is about relationships, and, and understanding is about literacy and numeracy, and expressing is, you know, so much more than, than writing and seeing. And materials have really become a vehicle, for some students in particular, to be able to express very complex ideas with great clarity. And so we have one child in particular that has really moved us this year, and, you know, it's a child that...is hesitant to, to share his ideas orally in a group, and, you know, we kind of had this conversation this year, is he engaged in the learning?

[Text on screen]: thinking about the impact of engagement

EDUCATOR 1: You know, because we weren't seeing this hand up and we weren't seeing this eagerness to share ideas in certain contexts. And, you know, when we really started to take the time to observe him throughout the day, we noticed, well here he is, you know, we were learning about spirals, and, and, you know, here he was at the easel, representing these spirals, and then, you know, a day later, he's using cylinder blocks, you know, in a very complex pattern to represent the spirals, and, you know, over and over we just started to see it everywhere. And we started to listen to that language of materials, and this child came to life, and, you know, you do want to share it, because you even came in one day, and this child who was previously shy, is, you know, taking Trudy by the hand and saying, come see, come see!