

WORKSHOP 4 JANUARY 18, 2024

CULTURALLY RESPONSIVE PEDAGOGICAL DOCUMENTATION

TAKE A MOMENT TO REVIEW KEY FEATURES OF PEDAGOGICAL DOCUMENTATION. WHAT DOES PEDAGOGICAL DOCUMENTATION LOOK LIKE IN YOUR ECE SETTING?

Key Features of a Learning Story

Photos and Artefacts of Learning.

Contribution from Children and Families

Are be revisited over time and extend upon

Photos do not have to show linear progression of learning, but rather show a process and key moments in an encounter.

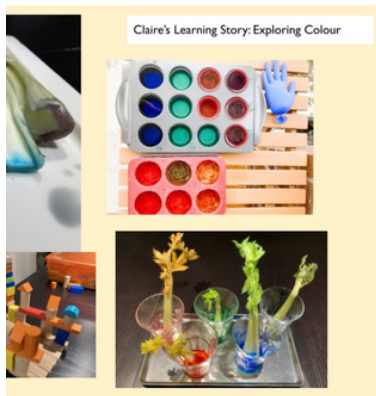
Assessment is considered to happen in a learning community rather than from a teacher-as-an-expert lens

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REFLECTION QUESTION	<p>If what we 'document' in student learning is connected to our values ... What are our values?</p> <p>For example, developmental milestones, relationship with the land, community, friendship, belonging, etc.</p>
REFLECTION QUESTION	<p>How does your program support opportunities for families to participate in pedagogical documentation? What success or barriers have you experienced?</p>

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FOCUS QUESTION ONE

How does your program engage families and children in the documentation process? What does documentation look like? Apps, photos, conversations with parents/caregivers, etc.

FOCUS QUESTION TWO

If you are experiencing barriers such as language, what are some tools or resources you can use to support pedagogical documentation?

FOCUS QUESTION THREE

What are some technology tools that are approved for use related to pedagogical documentation in your ECE setting? How can you use those tools to co-create pedagogical documentation with children and families?

FOCUS QUESTION FOUR

What are some home-school connections that you can include in pedagogical documentation to support children's learning experiences at home and in the community?

NOTES

FOCUS
QUESTION
FIVE

What is some new learning you have taken away from this workshop?
How will you 'play' with this new idea in your practice?

Key Considerations

Infant and Toddler Settings:

- How do we ensure that our documentation and assessments are respectful of the infants and toddlers in our setting?
- In what ways can we ensure that our assessment practices reflect the nature of infant and toddler learning and development?
- How attuned are the assessments we make to the subtlety of infants' learning discoveries?
- In what ways do our documentation and assessments recognize the learning that occurs during care moments and everyday routines as much as during spontaneous play? How do we ensure that one is not valued more than the other?

Adapted from Te Whariki Learning Stories Exemplars - <https://www.education.govt.nz/early-childhood/teaching-and-learning/assessment-for-learning/kei-tua-o-te-pae-2/assessment-for-infants-and-toddlers-he-aromatawai-kohungahunga-tamariki/reflective-questions/>

Notes

