



ProuDI of pedagogical documentation as a tool for professional development in the ECEC field.
Views from Belgium and Finland.
EECERA 26th conference
Dublin, Ireland.
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International practice-oriented research project
2015-2017



Pedagogical, reflective, orgulous and useable Documenting!

Pedagoginen, reflektiivinen, omistava ja uskottava dokumentointi! (Finnish)
Pedagogisch, reflecterend, ontwikkelend, en uitnodigend documenteren! (Dutch)

Background

- Pedagogical documentation



Malsvasi, L., & Zoccali, B. (2013). Documenteren voor jonge kinderen. Amsterdam: SWP - Page 119

- Added value is clear (Burrington & Sortino, 2004; Giudici et al., 2001)
- Widely spread in ECEC

That's the question!



How and why are professionals working with young children (0-6) using pedagogical documentation in their professional practice?

Method



Results

- Pedagogical documentation serves
- 3 key functions: demonstrating, provoking further thinking, facilitating interaction
 - 4 target groups: children, parents, professionals and the neighborhood

Results (2): functions of pedagogical documentation

- To demonstrate
- To provoke further thinking
- To facilitate interaction

Results: illustration



- To children: "this is your talent / strenght" "these are agreements"
- To parents: "your child has been seen" "your child has been growing"
- To professionals: "what did we do" "my professional growth"
- To the neighbourhood: "this is who we are as an organisation"

Illustrative quotes

- *"Through documentation comes a better understanding of the child, an awareness of what the child can do and how the development proceeds, some skills might disappear, changes occur... If not documented, you can not follow the process."*
- *"We use the documentation to show parents the functioning and the vision of our kindergarten."*
- *"The documentation shows our way of working to new colleagues."*
- *"We present and exhibit the documentation in the living unit to make the children clear that they are appreciated in the group. The children react on the documentation and that stimulates the staff to further document."*

Results: illustration

To provoke further thinking

- To children: "these are possible new initiatives" "Plans to use these materials"
- To parents: inspiration to do the same at home
- To professionals: inspiration for new activities or approaches
- To the neighbourhood: (international) inspiration

Illustrative quotes

- *"I want to stimulate the independence of the children, their own initiative by hanging documenting posters that show the possibilities to use the materials or the space."*
- *"I want parents to think about the importance of early childhood education by showing them photographs about the variation in activities we offer."*
- *"We take a glance at the documents of each other (colleagues) to get new inspiration for activities." "We would like to be a fly on the wall in a colleague's classroom."*

Results: illustration

To facilitate interaction

- from one person with the child (child with itself OR adult-child)
- between one another (feeling of "togetherness")

- To children: child with itself (identity) + children among each other
- To parents: parent-child interaction + parents among each other + staff-parent interaction
- To professionals: staff-child interaction + "we are doing this together" + feedback for each other
- To the neighbourhood: international learning

Illustrative quotes

- "I want to offer children the possibility to talk about what they have done with their parents. I want to offer them opportunities for language."
- "The digital frame is very important for the children. We have it in the corridor, so when the parent comes in to take the child home they can take a look at the day's activities together with the child and chat about the experiences."
- "We avoid saying "the day was fine". We want to tell something that connects the parent to the child's experiences during the day."
- "We can tell the parents (supported by the documents): This is why we are concerned. How should we proceed together?"
- "It is nice to see how the children look at the books with pedagogical documentation together. Small moments of communication and interaction originate from that: "this child is doing this, this child is doing that!""

Conclusion

- These functions are crucial for professionals to have the feeling of using pedagogical documentation in a professional way, as a part of professional practice.
- The practices in pedagogical documentation vary a lot.
- Less stress on:
 - The demonstration of pedagogical practice
 - The use between professionals and within the neighbourhood

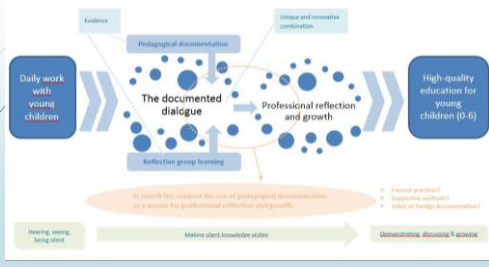
Future perspectives & recommendations

- Supporting teams to use documentation in relation to the neighbourhood
- Supporting professionals to use and exchange pedagogical documentation in interactions between colleagues

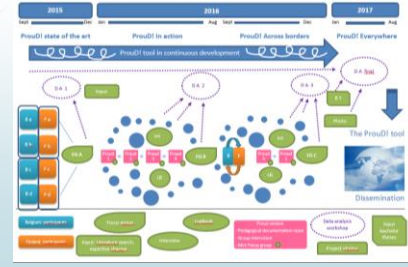
Opportunity

- Pedagogical documentation: major potential for further professional development.

ProuD!: goal



ProuD!: method en research phases



Contact



- Ine Hostyn
ine.hostyn@arteveldehs.be
- Liselotte Vandenbussche
liselotte.vandenbussche@arteveldehs.be
- Sylvia Tast
Sylvia.Tast@metropoli.fi
- Anna-Riitta Mäkitalo
Anna-Riitta.Makitalo@metropoli.fi

