

## Capturing Children's Learning through Documentation. What is Documentation?

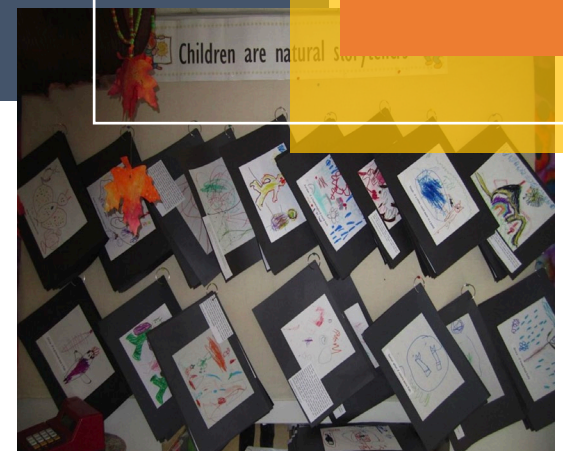
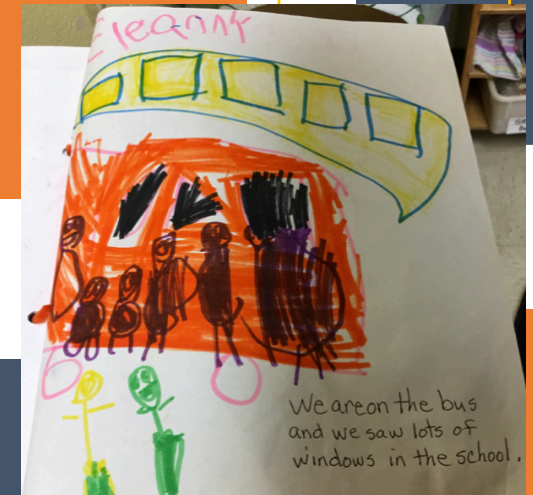
Documentation is the practice of observing, recording, interpreting, and sharing, through a variety of media, the processes and products of teaching and learning.” (Harvard’s Project Zero: Making Learning Visible)

## Big Ideas: Stages of understanding and growth.

- **Understanding Documentation and how it enriches learning opportunities.** Teachers develop an understanding of what documentation is and how it is beneficial to both children and educators. The intentional development and display of documentation highlights children’s work as the most valuable artifacts in the classroom. Teachers are open and willing to explore various methods and avenues of collecting documentation.
- **Developing strategies to create an environment conducive to documenting children’s learning.** Teachers build and make connections between documentation and children’s learning, curriculum, developmental indicators, goals and teaching standards. Teachers demonstrate intentionality in setting up a learning environment that will create documentable moments.
- **Learning the art and value of reflecting and analyzing documentation to inform next steps.** Teachers view planning and documenting meaningful learning experiences in a variety of ways. The capacity to reflect on and analyze learning as it relates to curriculum, NC Foundations Goals and Indicators informs next steps in lesson planning, which becomes a cycle. Reflective practices are critical to the process, helping teachers articulate the ‘why’ behind all that they do.

## Quick Tips: Concise guidance for Early Childhood Educators

Quick Tips provide early childhood educators, at all levels of practice, concise guidance on specific and relevant topics. Each Quick Tip is intentionally designed to inspire growth and learning, elicit reflection, and support best practices for all children and their families. Quick Tip content embraces inclusiveness across all topics and embeds inclusive practice throughout.



Early Educator Support Office





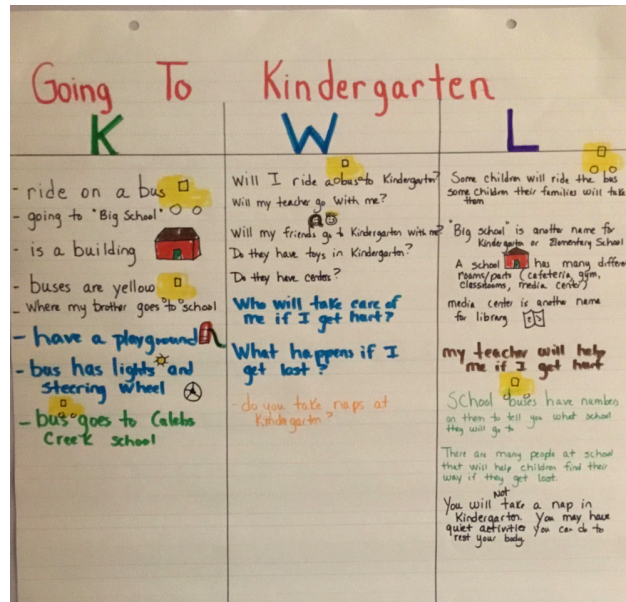
## NC Foundations for Early Learning and Development Guiding Principles

- Development occurs in predictable patterns, but an individual child's developmental progress is often uneven across different stages and across developmental domains (GP #3)
- Children are active learners and they learn through play (GP #8)

**“More than a technical strategy for gathering images or student work, documentation creates new relationships between teachers and learners in the teaching and learning process.” (Harvard’s Project Zero: Making Learning Visible)**

### Reflective Questions

- What is my understanding of documentation and how intentional classroom practices positively impact children’s learning, teacher effectiveness and family engagement?
- What does a classroom that is rich in opportunities for documentation and assessment look like? What are some new types of documentation I can explore?
- How can I align learning opportunities with curriculum standards and goals that will result in documentation that is valuable?
- How am I reflecting on and analyzing documentation and how does that inform my next steps?



### Resources:

Staying Connected Series:  
<https://ceme.uncc.edu/early-educator-support-office-unc-charlotte/early-childhood-educators/staying-connected-series>

### NC Professional Teaching Standards

- **Standard 1, Element A:** Teachers lead in their classrooms.
- **Standard 3, Element C:** Teachers recognize the interconnectedness of content areas/disciplines
- **Standard 4, Element A:** Teachers know the ways that learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students
- **Standard 4, Element B:** Teachers plan instruction appropriate for their students
- **Standard 4, Element C:** Teachers use a variety of instructional methods
- **Standard 4, Element H:** Teachers use a variety of methods to assess what each student has learned