



**BOND
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FACULTY OF HEALTH SCIENCES
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Documentation of Children's Learning – Family Day Care Style

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Introduction

Documentation of Children's Learning – Family Day Care style - is a Workshop to share many practical ways to highlight the unique play and learning opportunities for children and their families in Family Day Care settings.

Documentation takes time.... We can talk about how to make the most effective use of time and resources to produce meaningful documentation.

Documentation in Family Day Care is a process that helps carers, families, children and communities to understand and value children's learning.

It helps to make children's learning processes visible and therefore accessible to children and their families.

Some of the contemporary approaches to documentation in this workshop include:

- focusing on the social aspects of learning
- highlighting children's competencies
- acknowledging the collaborative nature of learning together

Focusing on the Social Aspects of Learning

Family Day Care Carers provide many social learning opportunities in their homes and in playgroups, such as:

Conversations at lunch time, conversations on a topic of interest, imaginative play.

Within these opportunities, conversations between the children provide a context for learning:

- : Children listen to others' ideas
- : Children discuss, negotiate and build on each others' ideas

“Conversation is social by its very nature and provides children with the place, time and challenge to share their experiences.”

Burman, L. (2009:22)

Acknowledging the collaborative nature of learning together

Documentation is also a process that assists Carers to reflect on practices, construct meanings and make decisions.

(Dahlberg, Moss and Pence, 1999)
As cited in Arthur, et al 2008

What happens in Family Day Care?

Project

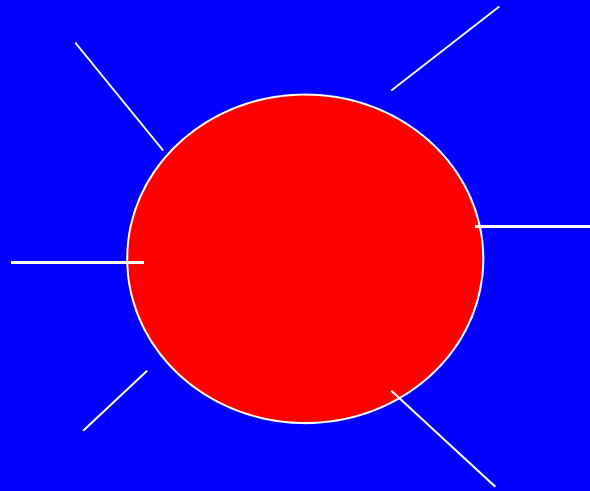
A group of four, five and six year old children explain *What happens in Family Day Care?*

Documentation as a cycle of inquiry is described by Lella Gandini and Jeanne Goldhaber – as utilising the documentation process as a cycle of inquiry which begins with framing a question.

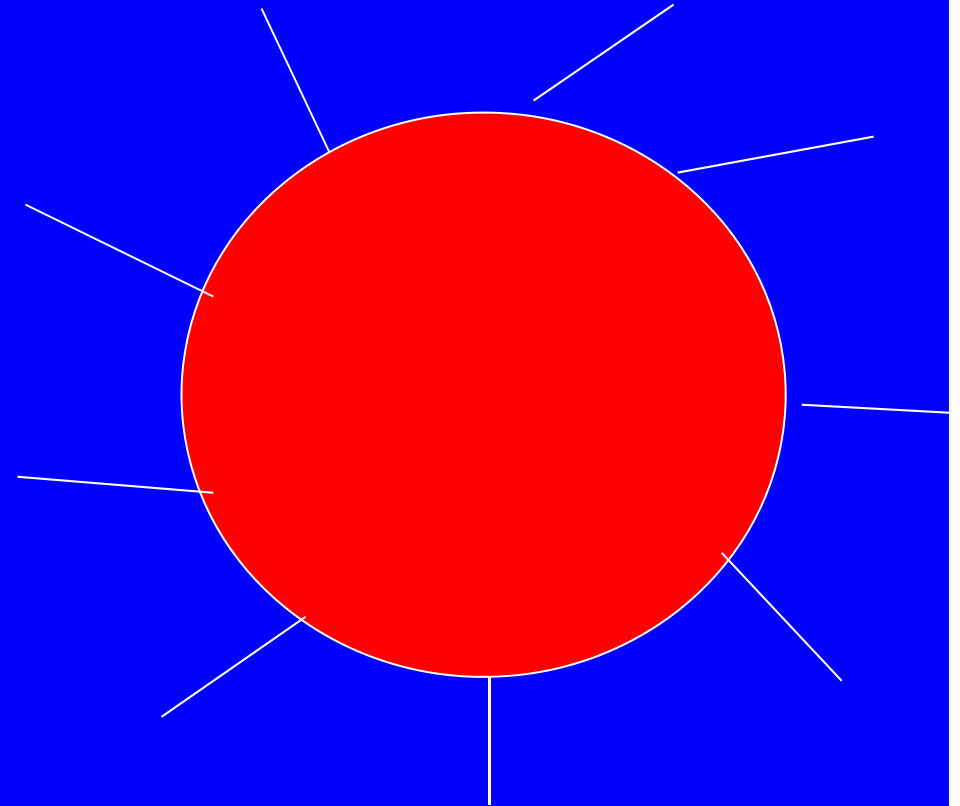
Gandini, L., Goldhaber, J. (2006:131)

As cited in Fraser, S. (2006) Authentic Childhood

Circle of Knowledge



Circle of Knowledge
At the beginning of
The study



Circle of Knowledge
at the end of the Study

Adapted from MacDonald, S. (1997:15)

Creating a space with children for Documentation

Working with children to create a 'documentation space' for the children to decide and select the play and learning experiences that they would like to share with their families at the end of the day.

Children can be involved in stages of documentation of experiences and projects.

The NSW Curricular Framework notes that "Documentation that is done with children as contributors is richer and more meaningful than that done by professionals alone."

(NSW DOCS, 2002a, p.134)

The centres of Reggio Emilia have provided much inspiration for organising displays of documentation that demonstrate respect for children's work.

Displays are more indicative of the growth in children's learning when they include examples of different stages of projects and works in progress as well as end products.

Arthur et al (2008:316)

Displays are more reflective of children's work if children are involved in selecting items for display and in composing narratives to accompany samples and photographs

Conclusion

Including children's self reflections in documentation, their learning demonstrates that children are active constructors of their own learning and are citizens with rights and therefore should be active participants in documentation.

The 'time-out story'

Reference List

Arthur, L., Beecher, B., Death, E., Dockett, S., Farmer, S. (2008) Programming and Planning in Early Childhood Settings. Thomson

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