

Process of Documentation

<u>Intention</u>	<u>Observation</u>	<u>Documentation</u>	<u>Interpretation</u>	<u>Relaunch</u>
Awareness Of children context	Listening Paying Attention Thinking	Notes Video Photos	Analysis Reflection Debate	Propose Offer Next Steps
Declaration Limitation Vision	Perceiving Discernment Bias	Children's work Thoughts Tape Recordings	Discussion Wonderings Findings	Share Thoughts Negotiation Furthering Initiative
Comprehension Possibilities Make Choices Open Decisions	Structure Forms to Guide Skillful Use of Tools	Conversations	New thoughts questions curiosities	

Actions:

- Have conversations as a team, make agreements and write something up about what your research intentions are
- Create systems for observations
- Discuss why, who, how, when (refer to collaborative research questions)
- Observe with intention
- Collect the traces of the experiences, organize
- Look at what you have collected and analyze collaboratively to understand your findings
- Make decisions about where to go next

Research learning comes from your analysis and interpretation. This brings forth your findings. Two key areas to work on: Intention (the support for your observation) and Interpretation (the going deeper, the analysis, what did you find, what did you learn, what are children telling you?)

Now about the panels and the walls ... we can consider this visual listening which promotes a culture of inhabitation. Consider what you have up, what it means for children, parents, teachers and visitors and how you use what you have.

date: time:

group of children:

provocation/materials used:

observations

dialogue between children

teacher's notes

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CLASSROOM OBSERVATIONS

Date:

Children:

Area:

Provocation:

Observation:

Reflections/Interpretation:

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Intent of Study _____

Date _____

Questions	How to Document	Where and When	Support Required

Declaration of Intent of Study:

To discover and document the ways and processes children use to tell stories.

Date: June 27, 2005

Questions	How to document	Where and When?	Support required
Process			
How will children begin to share their stories?	Storytelling log Photographs of faces and gestures. Photographs of relationships, of listening. Transcriptions Videotape in housekeeping, puppetry, studio	Start of day, mealtimes, work sessions, after nap.	Clipboards and pens with storytelling logs available near door for blocks, housekeeping, and tables, in studio, and at circle for housekeeping, reading, ball play. New wall pockets for clipboards? Camera, videotape and tripod, parent volunteers.
How does age impact the nature of stories?	Analysis of logs by gender, age, developmental characteristics.	With colleagues, after school, or in meetings.	Documentation of stories, birthday list
Why and how will children use materials to help tell or record stories?	Photographs, anecdotal notes,	in blocks, housekeeping, puppetry, overhead projector	Camera, clipboards, pens
What materials support the creation of stories?	Storytelling log, photographs showing use of materials	In studio, communications, blocks, housekeeping, puppets, and outdoors.	Camera, clipboards
What is the best way to reflect with children on the stories they create?	Audiotape, videotape, notes	Discussion with teachers, children	Short range microphone (PZM?), audiotape, batteries, tape recorder.
Relationships			
How can we incorporate families in our storytelling research?	Group discussion, easel pad for notes,	Parent meeting, surveys to send home, conversations before and after school	Questionnaire constructed with children, easel, pad, markers
How will children choose with whom to share their stories?	Photos, notes,		
What social structures support the creation of stories?		Start of day, mealtimes, meeting times, work sessions,	

Step 1

Date:	Proposed Project:
What concept are the children exploring?	
What questions do the children have?	
What questions do we ask the children?	
What set-up and materials do we provide?	
Groups - Who works with whom?	

Step 2

Date:	Proposed Project:
Our Observations	
What problem do the children plan to solve?	
What questions do we ask the children?	
How?	
With what aspect do the children plan to start? Why?	
What set-up and materials do we provide in order for the children to test their theory?	

Step 3 /

Date:	Proposed Project:
Our Observations	
Did the children stick to their plan?	
What problems did they encounter?	
How do they plan to solve those problems?	
With what aspect do the children plan to start? Why?	
What set-up and materials do we provide in order for the children to test their theory?	

Observation log

Date	Center	Children	Observation	Initials

For following
EXPERIENCES IN
CENTERS

Name: _____

Month: _____

Monthly Portfolio Log

Fascinations	
Problems solved	
Friendships	
Creations	
Discoveries	

ONE PGE CAPED

PGE MONTH

KEPT in CHILD'S

PORTFOLIO