



Documenting in Preschool Education

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Abstract

The article discusses two discourses of documenting in preschool practice: discourse of power and participatory discourse. The discourse of power shapes documenting as a mean of power over children and over teachers and develops a model of documenting as a way of controlling of educational process. In this discourse we have identified several possible meanings of documenting: documenting as technical solution and control; as invisible practice; as an obligation; as individual responsibility of teachers; as observation and monitoring of children's needs and interests and as a perspective. In the participatory discourse pedagogical documentation becomes a tool for reflective practice of teachers with a purpose of getting a deeper understanding of own practice. The meanings of documenting in the participatory discourse can be: documenting as emancipation and dialogue; as research and reflection; as process of collaboration; as visible learning; as multi-perspective; as retrospective and perspective; as reconstructing roles of the child and teacher and as a synthesis. A critical analysis of the meaning in the two discourses may contribute to the reconstruction of ethical foundations and to defining directions in the operationalisation of a purpose and function of documenting.

Keywords: Documenting, preschool curriculum, discourse.

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INTRODUCTION

Discourse is a more or less coherent way of speaking and writing underpinned by the set of beliefs, assumption and values (Ereaut and Whiting, 2008). Discourse covers key assumptions, metaphors and terms that reflect the undisputable “tacit truth”. Different discourses shape different “common-sense perspectives” – they are not only different ways of speaking but also different ways of evaluating and understanding new information, explanations of what is a real meaning of something, what is right and what is wrong, what is acceptable and what is unacceptable and what logically follows from something. This is an issue of meaning of language and denotation it gets in relation to a mutual cultural meaning and “common truth” which certain language evokes (Ereaut and Whiting, 2008).

Different understandings of pedagogical documentation generate shaping different documenting discourses. The difference between them originates from seeing the documentation as the “mechanical procedure” of producing the material or documenting as building “material-discursive space” for different meanings in a program development process. (Taguchi, 2010). Mechanistic understanding reduces documenting to creating the evidence without subjectivity, to a procedure resulting in a product of fixed set and fixed content. Pedagogical documentation is determined by what it generates as a produce with reference to the material evidence.

Another approach sees the documentation as an “active agency” in educational practice *in* and *from* which a process of building connections and interactions between different participants takes place. Pedagogical documentation is built through the plethora of differentiated meanings and knowledge generated from certain events which are integrated in the discursive process of program development. For example, a photograph in documentation should not be taken only as the material evidence of what is photographed but also as a “space” of interaction between documenter, participants and the document being created. Taken primarily as a “discursive connection” and not only as the material evidence, a photograph can initiate new exchanges on meanings, limitations and possibilities in the program development (Taguchi, 2010).

The complexity of a specific documenting discourse originates not only from the theoretical postulates but also from the beliefs and actions of the different participants – practitioners, researchers, policy makers. The endeavour to see a certain approach to documenting as a coherent discourse requires giving up the theory – practice divide and looking at the entirety in which the different participants use documentation to shape the educational practice and their thinking about that practice.

Research on Pedagogical Documentation

One of the best known projects related to the documenting in preschool education is “Making Learning Visible” (Project Zero, 2001, 2002) based on Reggio Emilia documenting principles. The project was carried out by Harvard, Cambridge and Massachusetts Institutes for Education and the kindergarten Reggio Emilia in Italy. It dealt with a matter of how to make learning process visible for children, their

parents, inspectors and local community, seeing that as a main purpose of the documenting.

The project has developed a community in which the practitioners and researches have been reconsidering the meaning of documentation using their insights to create different opportunities for the further learning. The ideas and suggestions from the joint analyses and discussions have been used to develop the next steps in the program what has resulted in developing the whole set of learning and documenting strategies. A particular focus of research has been the contribution of the documentation to learning of the adults and children through the contextual understanding of a practice (Project Zero, 2001, 2002).

Creating conditions for making the documentation a tool for child and preschool teacher's emancipation rather than for repression (Pramling Samuelsson and Sheridan, 2010) has been a key issue of pedagogical documentation research in Sweden. It has led to a number of studies and projects on the usage of the pedagogical documentation. The research that looked into the ways in which the preschool teachers understand the program and document the learning process (Taguchi, in: Pramling Samuelsson and Sheridan, 2010) has shown the link between the preschool teachers' traditional approach to the program and their belief that the documentation is not directly connected with what is happening in the group, that it can be written far ahead in time and creates a burden for them.

Research on the documenting contribution for creating the preschool environment that respects a child's individuality (Hultman, in: Dahlberg and Moss, 2005) has shown that preschool teachers have a tendency to individualize children's behavior in the documentation disregarding the kindergarten context – process and problems are individualized while the education process is often taken for granted and not thought about. The context is “the same, unchangeable picture” (Hultman, in: Dahlberg, Moss, 2005).

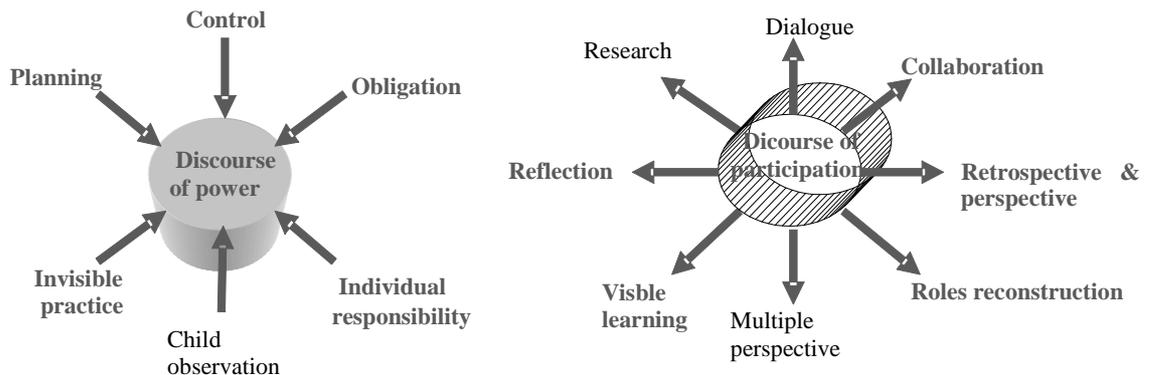
The New Zealand research project on learning and teaching based on narratives (Carr, 1999, 2001) aimed to research the documenting approach which practitioners have developed on the basis on Te Whariki national curriculum framework. The results have shown that: documenting can contribute to the creative curriculum development; practitioners should develop own documenting procedures; documenting begins with a decision what and why is something documented and what results from this decision; practitioners need support with documenting during the extended time period (Carr, 1999). The project identified the different functions of documenting that researchers and practitioners see as contributing to the curriculum development in various ways: documentation as the discussion catalyst; foundation for the reflective practice; medium to promote joint values; basis for planning; basis for a joint work and sharing experience with family and local community (Carr, 1999, 2001).

The research that compared the documenting by making child's portfolio in Sweden and USA (McKenna, 2003) has shown that the differences in portfolios result from different theoretical postulates and the ways of using the portfolio in the practice. Swedish documenting is based on the socio-constructivist approach to learning and development while for the USA it is the developmental orientation. Sweden develops documenting approach in which a child is co-creator of

knowledge, identity, culture and, particularly, democracy as a social value. The USA develop the documenting model which is a universal model based on the development standards regardless of culture, class and gender with the set rules, goals and observation methods. In the USA preschool programs, documenting is used as the mean to prove the program effectiveness on the bases of children progress in their cognitive development according to the set standards. In Sweden, the documenting is used as the mean to democratize the education, to initiate the dialogue and reflective practice between the teachers, parents and local authorities (McKenna, 2003).

The above research shows that the way of seeing and using the documentation depends on the understanding the purpose of documenting in the program. Documentation reflects the way in which the education policy establishes the control over the preschool education and the degree of (non)coordination between the policies and the preschool program conception. Documentation enables us to see a discourse which shapes a picture of a child, learning, relationships between children and adults, relations with a family, roles of preschool teachers and their professional development. Documentation makes possible to identify and visualize power mechanisms “on” and “over” us (Dahlberg and Moss, 2005). Documentation can be used to deconstruct the dominant discourse on how we construct a child and ourselves as educators – whether in a discourse of power or participatory (alternative discourse as called by Dahlberg and Moss (Clark in Dahlberg and Moss, 2005).

By analyzing documenting approaches in the theoretical papers, researches, education policies and curricula frameworks we have deconstructed the two dominant discourses of documenting, i.e. discourse of power and participatory discourse (Picture 1).



Picture1. Two documenting discourses

Discourse of Power

Discourse of power (Dahlberg and Moss, 2005) shapes documenting as a mean of power over a child and preschool teacher. It develops a model of documenting as a control of the education process. The documenting is based on the importance of categorization, universality, truth, objectivity, rationality, security, belief that there is a single expert model of documenting. This discourse's starting point is a prescribed documenting model. The change of documenting method is merely technical change of the recording form, without changing the understanding of pedagogical practice. This reduces the change to the "new technology of managing child and preschool teacher" (Dahlberg and Moss, 2005).

In the discourse of power, documenting has the following meanings:

Documenting as technical solution and control. Documenting is a universal process that can be proscribed and controlled externally. A single model of documenting that has the defined expectations from the preschool teacher regarding the form of keeping the documentation becomes the instrument for checking the practice. The relevant authorities "check" the documentation by the prescribed form. The documentation is not a basis to share meanings through dialogue. In this way, the system of hierarchical control from the control over the preschool teacher to the control over a child is established. Oriented to the preset expectations in learning, developmental characteristics or predefined program, the teachers attempt to categorize and classify the documentation according to the predefined patterns (e.g. developmental aspects, types of activities). The consequence is that the principal question in documenting is how much is our knowledge on children and our own practice coordinated with the given norms (Dahlberg and Moss, 2005). Rather than recording and deliberating ideas and interactions between the participants in the program, describing their assumptions and actions, the preschool teachers are focused on adjusting certain parts of documentation to the prescribed forms.

Documenting as invisible practice. Documenting becomes invisible practice for several reasons: 1) It is not acknowledged as an activity important for the work with children – it is an activity not directly connected with children, even taking away "time for children" (Edwards, 2007); 2) It does not presents what is actually done – documenting does not reflect the actual process of children learning and experience; 3) The time spent on documenting is considered as a lost time; 4) The direct connection between documenting and developing and re-examining the program is not recognized. Discourse of power shapes a belief that it is more important for a preschool teacher to spend more time with children than for "administration and recording" or that "one can never record what is happening in a group of children and much more is done than recorded." The preschool teachers use these arguments for the "continuous resistance" to the external evaluation and control (Taguhci, in: Pramling, Samuelsson, 2010). Preschool teachers consider finding and organizing the time for the documentation as a hindrance and obstacle. Even when there is a time set for documenting, teachers do not study documentation because they do not see its purpose in their work with children. The time for dialogue with colleagues,

children and parents about the documentation and for including more perspectives is not planned because the teachers are oriented to the prescribed expert model.

Documenting as an obligation. Documenting as obligation is collecting material evidence after a certain experience with children. Thus, documentation becomes an archive which is updated but not revised and reconsidered. Documenting becomes burden and additional obligation because teachers do not see the importance of documenting for conceiving a support to children and change of practice. Disorientation and a loss of meaning in collecting data about children are the consequence of not perceiving the purpose and function of documented data in the program development when: 1) teacher collects photographs, children's sayings, anecdotal notes which he/she shows to "tell a story about a child" and not to reconsider his/her practice and possible support to a child's specific experience; 2) teacher uses documentation as a "reminder" of what has happened in a certain situation and not as a mean for deliberation and analyses in a reflective dialogue; 3) teacher is oriented more toward the program implementation than toward children's ideas and explorations. Teachers feel that they do not have time to support children's ideas and to analyse them in depth. In such a program, there is "no room for questions and uncertainties" of children and adults (Gandini, 2006).

Documenting as individual responsibility of a teacher. Documenting is teacher's independent activity which others engage in for information, review or control. A teacher does not think about documenting as about collaborative process with colleagues, children, and their parents. Children and parent's perspective is excluded from documenting because the responsibility is not shared with them and the purpose of their perspectives in planning the learning and reconsideration of practice is not recognized. The expert model does not open an opportunity for a teacher, child or parent to express his/her subjectivity as documenter, interpreter or re-interpreter of meaning of data. Focused on the pattern, teacher does not pay enough attention to children and parents as documenters. S/he neglects matters and situations which they might focus on in documenting and which are important to them. On one hand, aware that their ideas are not sufficiently recognized and/or are conditionally accepted (if...then) children and parents do not accept the joint responsibility for the documenting, i.e. program development. On another hand, a teacher focuses his/her responsibility on the external, expert control of documenting involving children and parents just in the production of materials for the purpose of showing evidence or presenting to somebody else (Krnjaja, Pavlović-Breneselović, 2012).

Documenting as observation and monitoring of children's needs and interests. Documenting is equalized with monitoring a child's progress and identifying children needs and interests. Teachers see observation as "collecting information on children to get as comprehensive picture of children as possible in order to link newly acquired information about children with their previous knowledge" (Dahlberg and Moss, 2005) what brings a child rather than the entirety of the educational practice in a focus of documenting. There is a risk of observing a child through the developmental psychology "lenses", according to the general scheme of

the development levels, and not as an authentic, real child. Documenting is shaped according to the preformulated norms or development stages given by the experts, including expert recommendations on what is the proper action regarding the expected outcomes. It is not sufficient to keep documentation on the level of the perceived child's needs and interests because: 1) documenting and interpreting needs and interests may remain on the level of general characteristics for the development stage; 2) Such data are insufficient for constructing teacher's suggestions because they do not provide information on how children integrate learning and develop problem solving strategies; 3) there are no data on other participants, space, time, i.e. the comprehensive whole as the basis for problematisation of the educational practice, not a child. Attempting to "evaluate a child objectively", a teacher places him/herself "outside" child's development and takes a child as an observation object while the observation method is a technical evaluation (McKenna, 2003). A child becomes an object, not an actor of documenting.

Documenting as planning. Documenting is reduced to planning like a "preserved thematic plan" (Seitz, 2006) which can be replicated regardless of children's authentic experiences. Teacher formulates expectations and projections for future learning without detailed analyses of what the documented information point at, without considering whether and how much they correspond to the children's thinking and whether the learning will be challenging for children. A plan does not result from the interpretations and insights in children's learning but relies more on the teacher's assumptions and previous experience on what is good for children which. This "regulates" kindergarten education practice. An additional regulation is the expert prescribed planning form which exists in "a cultural and institutional vacuum" (Dahlberg and Moss, 2005) independently of the program participants' experience.

Participatory Discourse

The participatory discourse sees the documenting as the tool of the preschool teacher's reflective practice the purpose of which is to better understand own practice and thereby its development. Documentation that is reconsidered and analyzed critically contributes to getting the insights into the reasons for and justifiability of a teacher's concrete proposals and solutions thereby challenging meanings which are taken for granted as "natural" and true. A purpose of documenting is not to assess children according to the external norms but to create a ground for the joint deliberation of kindergarten practice and child well being (McKenna, 2003) by professionals and parents. Notes, photographs, video recordings and other documents are not a goal of documenting, they are "discursive connections" (Taguchi, 2010). The goal is the participant's interaction and reflection, the reconsideration of expectations and actions, better understanding and improvement of practice. They are products, visible, tangible material while the goal is reflection of all participants, reconsideration of expectations and actions, better understanding of and improvement of practice. Participatory discourse is underpinned by the continuous reconstructive analysis of documenting. Documenting is understood as the grid of

different coordinates which are the basis for the transformation and reconstruction of the education program entirety. Reconstructing does not follow the prescribed set of rules or procedures to be observed by participants in order to reach the desired outcome. On the contrary, this is “a movement in an field of action” (Taguchi, 2010) in which each participants holds different perspective, takes over different roles in the education practice and makes different contributions to the interactions. In the participatory discourse, documenting reflects reality, its reconstructive analyses and becomes the basis for the program development. The functions of documenting range from “democratic opportunity to make a kindergarten work visible and public to the reflective practice” (Vecchi, 2010) .

The meanings of documenting in the participatory discourse are:

Documenting as emancipation and dialogue. Dialogue *in* documenting is based on exploration, acceptance of different perspectives in documenting (teachers’, children, parents, colleagues, associates) as opposed to the orientation to a single expert model. Documenting *for* dialogue is a function of documentation as a vehicle for communication and initiating a dialogue on the development of preschool curriculum in a specific context. There is no line between the documents (observation protocols, video recordings, photographs, notes) and documenter that divides them in two opposed entities. On the contrary, documenting reflects their interaction. This intertwining of material and conceptual meaning (Taguchi, 2010) in documenting provides basis for the dialogue in which all the participants share their understanding of the events and the meaning they have for them in the development of program.

Listening the others and be heard is one of the primary tasks of documenting in a kindergarten. A kindergarten is a context where the participants learn from each other, listen to the others’ ideas and search for their meaning, ask for comments and clarifications to check own understanding. Dialogue *in* and *for* documenting represents the readiness of all participants to coordinate their conceptual meanings of documenting, to change already made or habitual decisions about the practice. Dialogue *about* documenting is a polygon for exchange of meaning and building a common understanding through which the joint recommendation for support are articulated. Dialogue *about* stems from understanding the learning as a co-construction and transformation of participation. The focus here is on the interactions and their meaning for the program development and its transformation. Emancipation and dialogue determine the nature of documenting as ethical and accountable to the others: it is readable to others, “communicates” with those who were not in the situation context (adviser, parent, expert associate) while it does not cancel its internal meaning for the documenter (child, teacher).

Documenting as research and reflection. Documenting is a kind of “guide” in teacher’s research. It sharpens and focuses teacher’s attention to his/her role in children’s experiences. Teachers make decisions on the different ways of supporting children using documentation as the basis to modify and adjust teaching strategies and as source of ideas for new solutions. Documenting is a tool and a way of

research interwoven in a process of learning; deliberation and revision of a preschool teacher's solutions in his/her practice (Pavlović Breneselović, Krnjaja, 2011). To enable teachers to use documenting to explore how children think and learn, focus of documenting shifts: 1) from the instructions teacher gives to children and what children do to the meaning which activities have for children; 2) from the children's characteristics to the characteristics of the entire context which supports those activities that children see as important for their learning. As a researcher of learning process, teachers do not take position of knowing the program in advance. They open space for children as co-constructors and co-researchers in learning (Krnjaja, 2010). Teachers seek to find out "children's beliefs on certain topics", the reasons for children's interests, "sources of their cognitions and the level of articulating the problem" (Rinaldi, 2001).

Documenting is a tool for self-observation of child's and teacher's learning process. When a child watches the recording of the situation in which s/he tries to solve a problem and discusses it with other children and a teacher, s/he learns from the others' perceptions; when a teacher re-reads the comments and suggestions given on the basis of those comments, s/he can re-analyse and compare the ways in which s/he has supported children's experience and share that with the colleagues. When the documentation is gathered and reconsidered with a purpose to understand own practice and the context in which education takes place, it becomes the main resource for the teacher's professional development enabling him/her to reconsider his/her understanding of a child, learning process and his/her own role in this process. (Pešić, 2004).

Documenting as a collaborative process. Documenting is based on a joint work, collective analyses, interpretation and evaluation of individual and group observations and mutual responsibility of the participants in a program development. This requires transformation of the kindergarten culture patterns to incorporate common values – respect, trust, empathy, safety, and acceptance, concern for the others in a joint consideration, planning, activities and data interpretation. Collaboration is more than cooperation, tasks sharing, mutual acceptance of a common goal – it is a process of *building* joint meanings and goals through relations based on listening and dialogue, joint research and "tuning to each other" (Pavlović Breneselović, 2010). A teacher makes provisions for both autonomy and interdependence, gives children time to think, communicate and work together and at the same time s/he opens a wide spectrum of opportunities for the participation and engagement of other adults.

Documenting as a visible learning. Listening becomes visible through documenting (Rinaldi, 2001). Since children express their ideas in different ways, the adults have to employ different ways of listening to children. Documenting is "making cultural artifact for a collective memory" (Kreschevsky, 2001) where the documenting data are a kind of "trace" (Rinaldi, 2001) that remains and always offers an opportunity to reflect on and get insight into the children's potentials. Documenting makes the nature of the learning process and learning strategies used by child visible (Rinaldi, 2001). It also makes visible the interactions between the

different participants in a program. Documenting notes, pictures, audio and video recordings, maps, schemes, products collected by children, parents and teachers makes the interaction process visible. At the same time, each child, each teacher and each institution “gets a visible identity” (Dahlberg and Moss, 2004) in a social community. “Visibility” of kindergarten work to the others is a starting point for a dialogue and for opening toward the others, trust building and the joint engagement in a community.

Documenting as reconstruction of teacher’s and child’s roles. Participatory discourse shapes a picture of a child as competent, active participant with a range of potentials. Listening to and documenting children’s experiences and learning process changes the way in which teachers think about children, their learning and understanding of self and others. Since the joint decision making in learning represents the co-construction of learning process it contributes to a shift from the habitual teachers’ practice in which only they make decisions on program development to the practice in which teachers and children together deliberate the meaning.

Deconstruction of behavior patterns of a teacher (from guiding and directing to listening and reflection) and a child (from following teacher’s instruction to being a documenter) puts a child and teacher in the roles of co-builders and co-researchers of learning process. Child becomes a participant-documenter whose ideas are worth listening to, whose comments are not only “cute”, “funny,” “interesting” (as frequently labeled by the adults) but recognized as an expression of a child’s mental effort to give meaning to something and explain problem solving strategies. A role of documenter enables children to get more comprehensive understanding of their own learning, to pay more attention to their own learning strategies, to use their right to decide on their own learning and develop thinking about their own learning. Children develop their role of the consulted participants in a learning process through which they do not only build responsibility for their own learning but also learn to have a critical approach to the issues they explore, to reflect upon and consider a meaning of their actions.

Documenting as multi-perspective. Documenting makes possible a number of opinions instead a single one, contextualization instead de-contextualized and universal expert solutions. An effort to interpret a situation from the different aspects provides a number of possible ways of understanding this situation. Documenting children’s perspective contributes to the program development because: 1) children can present their learning as it actually happens and as they see it, not as it is expected or seen from an adult’s perspective; 2) it provides a comprehensive picture as the basis for adult’s support which is meaningful for a child and adult; 3) children develop reflection on their own learning; 4) continuous documenting of children’s perspectives enables perception of changes in their way of thinking and expressing (Pramling Samuelsson and Sheridan, 2010).

A family perspective in documenting enables: 1) parents to actually get a picture of their children experience in kindergarten; 2) availability of the parents’ comments on children experience which can inspire new ideas for further experiences; 3) help

in devising different ways of listening to children; 4) joint learning of parents and children; 5) dialogue on the conceptual understanding of documenting. Documenting from more perspectives expresses and strengthens the purpose of a joint action and contributes to wellbeing of all participants.

Documenting as retrospective and perspective. Documenting provides evidence of a process but it also shapes future learning contexts (Giudici et al., 2001). In documenting, past, present and future co-exist with our thinking, doing and possibilities of program development (Taguchi, 2010).

Documenting is retrospective through the reflection process which leads to and creates a new perspective. That means that documenting is not retroactive in a sense of mechanistic approach where a teacher goes back to check whether everything has been done in accordance with the pre-set goals or outcomes but used as a “diagnostic tool” for a child (Taguchi, 2010).

Further, the evaluation what to note, what to photograph and which plan to chose is permanently present in making the documents like photographs, video recordings, drafts and plans. Since the observer is not independent from the material s/he creates, documenting occurs in the interaction between the observer/documenter and the observed. It also incorporates the evaluation and perspective of their interaction.

Finally, documenting as retrospective indicates the process of the reconstructive analysis of program that is often taken for granted. Documenting as a process links the expectation and evidence and provides the basis to make conclusions and possible solutions. Documenting is a kind of continuity of the teacher’s planning course and evaluation (Katz and Chard, 1996). Teacher’s and children proposals for action are a genesis for the evidence based decision making process. Evaluation is a link between data meaning and a plan. Planing as “progettazione” (Rinaldi, 2001) is suggestion for learning based on the deeper analysis of data. Such a suggestion can refer to an inducement (“what is visible”), context presentation, key provocations for learning and a proposal of short learning episodes (Kinney and Warthon, 2008).

Documenting as synthesis. This is a synthesis of different documents and conceptual meanings the documents have for the different participants. In a participatory discourse, a structure of documenting is changed. Different kinds of data are equally important: narrative documents (notes, plans, written evaluations), “working” documents (children and parents’ products, children’s unfinished constructions); audio-visual documents (recordings, photographs, pictures, graphs, schemes, tables) (Vecchi, 2010). A synthesis of different documents enables more comprehensive insight, additional reconstructions, and integrated interpretation. It also often provides for a “post-production” (Vecchi, 2010) by adding documents to the previous insights and discussions and opening unperceived aspects of a certain event or situation.

Documenting as program development through collecting data and reconsideration of the meaning cannot remain on the parts, fragmentary or separated explanations because they do not provide for understanding of the whole. Documenting is a process of “program duration and interfusion,” it refers to and reflects everything from the environment: material, space, teachers, children, parents.

To understand the whole, it has to be viewed on the basis of different interactions between the material evidence and conceptual meanings given to the evidence by different participants.

Simultaneous exploration of different situations as the provocations for learning, exchange of opinions with other participants and co-construction of propositions represent the synthesis of different opportunities in program development.

CONCLUSIONS

The crucial ethical issues of education are whether we shall take the documenting as fixed entity independent of everything else or as a process of interaction and mutual responsibility in program development. The tenor of ethical approach to documenting is a very reconstruction of meaning and purpose of developing preschool education program from the angle of interaction and collaborations of all participants. This means reconsidering the possibilities for each participant to see him/herself in the mutual engagements and personally responsible for the consequences of his/her actions for the other. In this way, the process of program development through documenting becomes mutual responsibility that we assume and reconsider through interactions *within* program and *about* program. Mutual responsibility creates a space to ask ourselves what can we do now, taking into account different perspectives and potentials rather than dealing with norms and standards.

A current preschool education documenting practice in Serbia indicates that we tend more to consider the form of documents while we often take for granted the purpose and meaning of documenting and yield to habits and routine without deconstructing the patterns underlying them. Making a step forward in understanding documenting depends on our readiness to learn, constantly clarify the meaning of education, position of a child and our roles and on building mutual responsibility of policy makers, researchers and practitioners.

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Okul Öncesi Eğitimde Belgeleme

Özet

Bu makalede okul öncesi eğitim uygulamalarında belgeleme ile ilgili iki farklı söylem tartışılmaktadır: Güç söylemi ve katılımcı söylem. Güç söyleminde belgeleme öğrenciler ve öğretmenler üzerinde güç olarak görülür ve eğitim sürecini kontrol etmenin bir yolu olarak belgeleme modeli geliştirilir. Bu söylemde belgelemenin bazı olası anlamları şöyle belirlenmiştir: teknik kontrol ve çözüm için belgeleme, görülmeyen uygulama olarak, bir zorunluluk olarak, öğretmenlerin bireysel sorumluluğu olarak, öğrencilerin ilgi ve ihtiyaçlarını gözlemlemek ve izlemek için belgeleme. Katılımcı söylemde ise pedagojik belgeleme öğretmenlerin kendi uygulamalarına daha derin bir anlayış geliştirme amacıyla yansıtıcı uygulamalarda bir araç haline gelir. Katılımcı söylemde belgelemenin anlamları şöyle sıralanabilir: Diyalog ve iletişim, araştırma ve yansıtma, öğrenme, işbirliği süreci, öğrenci ve öğretmen rolleri, sentez için belgeleme. Her iki söylemin eleştirel analizi sonunda belgelemenin amacı ve işlevinin tanımlanması etik kurumlara katkı sağlayabilir.

Anahtar Sözcükler: Belgeleme, okul öncesi öğretim programı, söylem.