

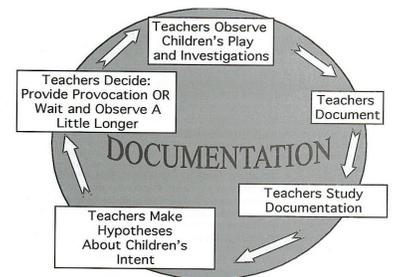
## Documenting vs Documentation

We can think about documenting as both a noun and a verb.

As a noun, documents can be seen through displays of photos, children's drawings, narration of experiences, etc.

As a verb, documenting is a process of making meaning of our observations. This process of meaning making of children's play takes documentation to a place where it can be considered pedagogical.

Moving through this cycle begins with our observations, we take notes, photos, collect transcriptions etc. This is documenting. When we move to study what we document, it becomes a pedagogical process that can inform our responses. Bringing visibility to this process is therefore considered more than just a display. It becomes a reflection of the teaching and learning process.



We document to:

- understand children's ideas, theories about the world
  - bring visibility to the capacity and competency of children
  - study ourselves as researchers
  - build connections with families and communities
  - revisit experiences with children
  - bring visibility to our beliefs and the foundations of HDLH
  - record what children know, what they care about and who they are
  - advocate for the rights of children
- support our own curiosities

Dr. Carol Anne Wien, contributing author of the "Think, Feel, Act" document share her theory of the progression that educators move through as they are learning to document in her article, [Learning to Document in Reggio- inspired Education](#). She discusses this process in her video, [The Process of Study](#), from the Think Feel Act series.

- 1 developing habits of documenting
  - requires us to find the systems that work best for each of us for collecting, storing and organizing our observations and data that we collect

- 2 becoming comfortable with going public with re-countings of activities
  - finding confidence in our own voices and being aware of “proofing” our work before sharing on our walls in our classrooms or hallways
- 3 developing visual literacy skills
  - becoming skilled at taking photos, making documentation appealing, uncluttered so that the reader eyes know where to land and can rest
  - considering the length of documentation, the flow, is it meaningful and easy to follow
  - is it beautiful to look at, does it capture the reader
- 4 conceptualizing a purpose of documentation as making learning visible
  - does documentation bring visibility to the competencies of children
  - can the reader see the process of thinking
- 5 sharing visible theories with others for interpretation and further design of curriculum
  - at the stage the educator is able to incorporate their own theories and understandings of children’s experiences and reflect on how it informs next steps in the classroom... pedagogical documentation becomes a tool for planning tool for future experiences