

Capstone Final Paper
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Abstract

This capstone paper explores how pedagogical documentation can be made more meaningful and accessible for multilingual families in an early childhood setting. The project is situated within The Center for New Canadians (Pseudonym), where I worked alongside educators, children, and families from diverse cultural and linguistic backgrounds. In this context, many families and educators speak languages other than English, which can shape how they engage with and interpret pedagogical documentation. Using a qualitative research approach, I worked with educators and gathered feedback from families to explore their experiences with pedagogical documentation practices. Data was generated through educator focus groups, questionnaires, family feedback, and observations from documentation within the centre. In response to these insights, I also co-created a learning story with an educator to explore how families engage with documentation when different modes are used. The findings show that while families value documentation as a way to understand their child's learning, language barriers and too much text can limit accessibility and engagement. Families expressed a preference for including home languages and visual elements, such as photos and videos, to support understanding and connection between home and school. This research also examines both the possibilities and challenges of creating more inclusive pedagogical documentation practices. It highlights how incorporating home languages, visual elements, and multimodal forms of communication can enhance accessibility and strengthen family engagement. At the same time, it also considers the challenges of time constraints, available resources, and differences in families' language proficiency and preferred ways of understanding and accessing information within early childhood settings.

Introduction and Context

Pedagogical documentation is becoming increasingly recognized worldwide as a reflective and collaborative approach to early childhood education. It positions educators and children as co-learners, co-imaginors, and co-researchers, encouraging them to observe, investigate, and reflect on learning experiences over time (Fleet & Robertson, 2017; Makovichuk et al., 2014). Documentation can take many forms, including written narratives, photographs, learning stories, displays, panels, digital or verbal communication and so on. While documentation is intended to invite families into children's learning experiences, it is not always equally accessible to all families. Language barriers, particularly for multilingual and newcomer families, can limit how pedagogical documentation is understood, engaged with, or valued. Some educators occasionally include single words or short phrases in families' home languages; however, full documentation in multiple languages is not consistently practiced. Through my observations and conversations with educators, I learned that some families read what they can understand from the documentation, while others may avoid engaging with it altogether because of language barriers.

For my capstone project, I aim to explore how pedagogical documentation can be made more meaningful and accessible for multilingual families. I am placed at The Center for New Canadians (pseudonym), which works with families from diverse cultural backgrounds, and many of whom speak languages other than English as their first language. Educators at the centre create documentation that is displayed around the walls of the centre, which is shared with the families. However, much of the documentation is primarily written in English. As a result, some families may only engage partially with the documentation, relying on the visual elements alone,

or avoid reading it altogether due to the challenges in understanding the language used. This topic is relevant to me because, as someone from a multilingual family, I understand how challenging it can be to access information in a language that is not one's first language. I also recognize how empowering it is when documentation is accessible in multiple languages or presented in ways that are easy to understand. Pedagogical documentation can be made more meaningful and accessible for multilingual families when educators intentionally address barriers to accessibility, actively foster family engagement, and incorporate multimodal literacy practices.

Accessibility means making something easy for everyone to use, understand, and be a part of, no matter their abilities, language, or situation. For the purposes of this project, it is referring to how easily families can understand, engage with, and use pedagogical documentation. In this project, accessibility focuses on how multilingual families can access documentation in ways that are meaningful and inclusive. According to Merriam Webster (n.d.) barrier refers to a "natural formation or structure that prevents or hinders movement or action." These are the challenges that may limit the families ability to engage in pedagogical documentation, such as language barriers, the unfamiliar terminology, time constraints, or other barriers. And in this research, identifying these barriers can help highlight areas where documentation can be made more accessible and inclusive. Pedagogical documentation refers to the practice of recording, interpreting, and sharing children's learning through photos, videos, written reflections, artifacts, educator reflections, and more. In this project, pedagogical documentation could be understood as both a learning tool and a communication tool intended to make children's thinking visible to families.

Engagement means being involved, interested, and actively participating in something. However, in the context of this research, it refers to the active involvement of families in their child's learning. Family engagement includes communication, collaboration, and participation in the documentation process. In this project, it is especially important because meaningful and accessible documentation serves as a bridge, connecting families to their child's experiences and supporting their understanding of learning in the classroom.

Multimodal literacies involve the various ways children communicate, express their thoughts, and understand the world through different modes, including spoken, visual, auditory, and tactile (Wohlwend et al., 2017). Multimodal literacy also involves using multiple modes of communication, such as speech, gestures, drawing, music, play, and even media, to make meaning (Makovichuk et al., 2014; Wohlwend et al., 2017). In this project, multimodal literacy is significant because it offers ways to communicate children's learning beyond just documentation in English, which helps support multilingual learners (families).

Capstone Project Critical Question and Objectives

This will be explored through the following research question: In what ways can we make pedagogical documentation more meaningful or accessible for multilingual families? The objectives of this project are to explore how multilingual families currently engage with documentation within the centre and to identify barriers that may limit families' access to or understanding of documentation. The project aims to identify strategies that support multilingual and multimodal documentation practices, and to gather feedback from families about their experience with the documentation, including which formats or languages are most accessible

and meaningful to them. And lastly to create a documentation piece (a learning story) with educators for families.

Qualitative Research Methods - Data Generation and Collection

This capstone project will adopt a qualitative research approach, as the focus is on understanding experiences, and perspectives rather than measuring outcomes numerically. To answer the critical question of how pedagogical documentation can be made more meaningful and accessible for multilingual families, I will collect data using a combination of observations (for documentation), questionnaires and focus groups.

One method I plan to use is focus group discussions with educators. In small focus groups of 2-3 educators using a shared poster format, educators will work collaboratively to respond to open-ended questions. This approach encouraged reflection in a more collective and supportive way, allowing educators to build on one another's ideas, while also discussing the challenges and limitations of documentation practices. To gather data for my capstone project, I will use questionnaires for both educators and families. The educator questionnaires will explore educators' understandings and practices regarding documentation, including: what they consider worth documenting, what words or ideas come to mind when they hear "documentation" or "pedagogical documentation," and their perspectives on how documentation could be more meaningful, inclusive, and accessible for multilingual families.

The family questionnaire will play an important role in this capstone project, focusing on how families engage with the pedagogical documentation. It will explore families' experiences with and their perspectives on the documentation. Families will be invited to complete questionnaires to share their experiences with the documentation created in collaboration with educators and myself. This will include feedback on what they like about the documentation, how language affects their understanding, and any suggestions for making documentation more meaningful and accessible (see Appendix B). Questionnaires may be translated or written in simpler language to support accessibility, allowing families the time they need to read, translate, and respond. I also plan to observe how the educators are currently creating their documentation, and displaying it around the centre, focusing on the preschool room where families may be more familiar with documentation. I will also work with the educators to create a learning story or another form of documentation, and the ways families engage with it. These observations will help identify effective strategies and areas for improvement to make documentation more meaningful and accessible for multilingual families.

Literature Review

Pedagogical documentation is a practice of storytelling that makes thinking visible, not only the children's thinking, but also the educators' reflections and interpretations (Pelo & Carter, 2018). Through documentation, educators, children, and families can engage in a process of reflection, allowing all participants to deepen their understanding and learning collaboratively (Pelo & Carter, 2018). The stories created through documentation act as windows into children's experiences during times when families are apart, helping families gain insight into their children's learning and the intentions behind educators' practices (Pelo & Carter, 2018).

Pedagogical documentation also encourages families to reflect with educators on children's play and help shape their learning experiences.

According to de Sousa (2019), the educator's role involves stepping back to observe and listen, uncovering the child's intentions, actions, and feelings while respecting their perspectives. When educators engage with documentation, they often discover a new understanding of their professional role, learning to step back, observe carefully, and listen attentively to uncover the deeper meanings in children's actions (de Sousa, 2019). Building on this idea to a multilingual context, Kim & Song (2019) introduces a multilingual family storybook project in which families collaborate across multiple languages, modes, and cultural knowledge to create storybooks. This process, which is called community translanguaging, allows families to work together with educators as partners in learning, recognizing their home language skills and encouraging dialogue across generations and cultures (Kim & Song, 2019). This project demonstrates that pedagogical documentation can be more meaningful and accessible when it includes families' home languages, uses different ways to communicate (like visuals, digital and audio), and goes beyond the classroom and reaches a wider range of families.

Research further emphasizes that pedagogical documentation is a collaborative and relational process that involves children, educators, and families. Kakana & Gkloumpou (2024) describe pedagogical documentation as a "bridge" between families and the early childhood curriculum, making children's learning visible and accessible to the learning community. When pedagogical documentation is used intentionally, it fosters communication, participation, and shared understanding between educators and families. Similarly Fleet et al. (2017) notes, "families and communities are viewed as partners who strengthen each program's abilities to meet the needs of children" (p.7). This reinforces the idea that families are not passive recipients of information but active participants in the learning process (Makovichuk et al., 2014). Families are able to gain insight into their child's learning, which strengthens relationships and supports more meaningful engagement with the curriculum (Kakana & Gkloumpou, 2024). This aligns with the idea that documentation is not only about recording the learning but also about creating opportunities for dialogue, reflection, and connection.

However, despite all the benefits, research also highlights several barriers that can limit how meaningful and accessible pedagogical documentation is for families, particularly multilingual families. Language differences, time constraints, and cultural norms can prevent families from fully engaging with documentation (Kakana & Gkloumpou, 2024). Similarly, time constraints, children's needs, play and classroom demands may also lead educators to view documentation as interfering with documenting children's learning (Kroeger & Cardy, 2006). As a result, documentation can be perceived as an "either-or" task, where educators feel they must choose between documenting or being present with children (Kroeger & Cardy, 2006). When documentation is presented primarily in one dominant language, families who speak other languages may only partially understand the content or may disengage altogether.

A meaningful example of this can be seen in a classroom experience with a Portuguese-speaking child, Mateus, who initially observed his peers without participating, possibly due to the unfamiliar English language. By intentionally incorporating different strategies such as: his home language through google translate, printed words and cultural music,

educators were able to support his participation and sense of belonging. Over time, Mateus began to engage confidently, “he is no longer just an observer—he is leading!” communicating in both Portuguese and English (Flight Framework & Intercultural Child and Family Centre, 2025, p. 37). This example highlights how incorporating the children’s home languages can remove barriers to participation and foster meaningful engagement in the learning process (Flight Framework & Intercultural Child and Family Centre, 2025, p. 37).

Harris et al. (2025) further emphasizes how incorporating multiple languages can foster meaningful engagement for families. In the study, the process of creating multilingual books in different languages revealed both the challenges and possibilities of working across languages. For example, one participant shared that writing in English as a second language was difficult, yet still meaningful: “It’s hard... but I’m happy to do that” (Harris et al., 2025, p. 14). This idea aligns with the findings of this project (see Appendix B), where several families expressed that having multilingual documentation in their home language would enhance their understanding and support their child’s sense of belonging. These findings highlight that addressing barriers such as language and accessibility is important in making pedagogical documentation more inclusive and meaningful for multilingual families.

Baeza Hidalgo (2025), highlights that multimodal documentation includes a variety of ways of making meaning beyond written text, such as “storytelling, filmmaking, visual arts, and photography” which creates more inclusive and relational learning experiences (p. 75). Rather than relying on a single mode, these multiple modes allow children, educators, and families to express and interpret learning in diverse and culturally responsive ways. However, while pedagogical documentation is intended to be a relational practice where educators “think with” children, it can become static over time and treated as a task to be checked off rather than an ongoing, reflective process (Baeza Hidalgo, 2025). This is particularly important for multilingual families, as meaning can be communicated through images, gestures, and shared experiences even when written language is not fully understood.

Overall, the literature demonstrates that pedagogical documentation becomes more meaningful and accessible for multilingual families when educators intentionally address barriers, actively engage families, and use multimodal practices to communicate learning.

Results and Analysis

To answer the question of how pedagogical documentation can be made more meaningful and accessible for multilingual families, several findings emerged. Data was collected through conversations with my community of practice members, educator focus groups, educator questionnaires (see Appendix A), family questionnaires (see Appendix B), and observations of documentation practices within the centre. I also collaborated with educators to create a learning story for families and observed how families engaged with it. The findings revealed several patterns related to accessibility, family engagement, and multimodal communication. The educator responses (Appendix A) highlighted that documentation is a reflective and interpretive process that shapes how they see their role. Many educators described becoming more attentive and more intentional in their practice. For example, one educator shared that documentation helped them “observe, listen, and reflect,” while another noted that it made their work and

thinking visible to families. This suggests that educators understand pedagogical documentation as a tool for meaning-making, rather than simply recording learning. This interpretation is based on the conversations, reflections, and observations across multiple educator responses.

Family responses (Appendix B) revealed that documentation was most meaningful when it helped families understand their child's learning and development. Many families appreciated seeing their child's progress and daily experiences. However, a pattern emerged around language, as most families indicated that having documentation in their home language, or including some home language words, would make it easier to understand and help their child feel more connected. This indicates that language is a key factor in making pedagogical documentation more accessible, as families directly expressed this need across multiple responses.

Additionally, the findings also emphasized the importance of multimodal literacies. Families consistently preferred documentation that included photos, videos, or both, rather than text alone. This was further supported through observations and conversations with my mentor, who emphasized the importance of balancing text and visuals. For example, too much text or too many photos could overwhelm families and reduce the engagement. One key insight that emerged was that "photos communicate meaning just as powerfully as words do," especially for families who may not yet be fluent in English. This suggests that multimodal literacies can reduce the language barriers and make documentation more accessible. This highlights the importance of considering photo-to-text ratio when creating documentation.

Overall, these findings demonstrate that pedagogical documentation becomes more meaningful and accessible when it reduces language barriers, incorporates multimodal elements, and intentionally considers how families engage with and interpret the information.

Discussion

The findings from this project demonstrate that pedagogical documentation becomes more meaningful and accessible for multilingual families when educators intentionally address language barriers, incorporate multimodal elements, and foster active family engagement. So what does this mean? It suggests that without these intentional considerations, documentation may unintentionally exclude families, limiting their ability to fully understand and engage with their child's learning. This matters because, as the literature emphasizes, families are essential partners (co-learners) in children's learning, and family engagement strengthens connections between home and school. The results show that families value documentation when it helps them clearly see their child's learning and development (see Appendix B). When documentation is presented only in English or relies heavily on text, it can create barriers for multilingual families. In contrast, incorporating home languages, visuals elements, and videos can support their understanding. This aligns with the literature, which highlights that multimodal and multilingual approaches can create more inclusive and relational learning experiences (Baeza Hidalgo, 2025; Kim & Song, 2019). At the same time, having conversations with classmates and educators also revealed the importance of balance. Too much text or too many images can overwhelm families, suggesting that including a photo-to-text ratio, is essential.

While the findings clearly show that incorporating home languages, visuals, and multimodal elements makes documentation more meaningful and accessible, it is also important to consider potential challenges. For example, translating documentation into multiple languages requires additional time and resources, which may not always be possible in all early learning settings (Kakana & Gkloumpou, 2024; Kroeger & Cardy, 2006). Similarly, balancing the photo-to-text ratio and incorporating multimodal elements can be complex. Too many visuals or too much text can overwhelm families, while too few may limit their understanding of the context. Another challenge is that families have different levels of language proficiency and technological knowledge, which may affect how they engage with digital documentation.

Based on the findings and observations I created a tool to support families' understanding and engagement with pedagogical documentation. This tool took the form of a brochure designed for families, called "What is Pedagogical Documentation?" (see Appendix C). This tool can be used when introducing documentation to new families, during drop off and pick up, or as part of ongoing communication. In the future, it could be adapted into multiple languages or digitally to increase the accessibility for both families and educators.

However, this research has several limitations. The research was conducted in one centre with a small group of educators and families. Additionally, the data was based on questionnaires and conversations, which reflect participants' perspectives but may not capture the long-term engagement. Another limitation is the limited amount of research specifically focused on making pedagogical documentation more meaningful and accessible for multilingual or newcomer families 'in Canada', which suggests a need for more research in this area. Overall, this research emphasizes that pedagogical documentation is not just about recording learning, but about creating meaningful relationships. When educators intentionally consider language, accessibility, and multimodal communication, documentation can become a powerful tool for making learning visible and foster engagement for all families.

Conclusion

This capstone project explores how we can make pedagogical documentation more meaningful and accessible for multilingual families. Through a qualitative approach, this research explored how educators and families engage with the pedagogical documentation. The findings highlight that pedagogical documentation becomes more meaningful when educators intentionally incorporate home languages, use multimodal forms of communication, and create opportunities for family engagement and dialogue. This project is important because it responds to a gap in practice and research, particularly in supporting multilingual and newcomer families in early childhood settings. It also contributes to the field of early childhood education highlighting the importance of creating documentation with accessibility and inclusion in mind. While pedagogical documentation is used around the world, this project emphasizes that without intentional strategies, it may not fully reach or engage multilingual families. This research has deepened my own understanding of documentation as a communication tool, not just for educators, but for families as co-learners and partners in the learning process.

Several recommendations emerge from this capstone project. For future practice, educators should intentionally incorporate families' home languages into pedagogical documentation, such as including key words, translations, or defining important terms to support

understanding. In addition, being mindful of the balance between text and images is essential, as photo-to-text ratio can enhance accessibility while preventing families from feeling overwhelmed. Furthermore, creating opportunities for dialogue with families such as including more family questionnaires questions or inviting feedback can support connections between home and school. Additionally, creating tools, such as the brochure created in this project, can support families in understanding the purpose and value of pedagogical documentation. Although not every early learning centre is a newcomers centre, all centres include families with diverse cultural backgrounds, as well as families who may be unfamiliar with pedagogical documentation. Therefore, these practices are relevant across early childhood settings and can support more meaningful, inclusive, and responsive engagement for all families.

Reference

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Appendix A: Educator Questionnaire Responses

Question One (Beginning of Internship): How has documenting children’s learning changed the way you see yourself as an educator?

Educator	Response
A.A	“Documenting and reflecting on children’s learning activities. The way I see myself as an educator by helping the children in the room. I observe children during learning activities. I always focus on what they are doing, and how they are engaging, their interests. These observations help me to understand their individual learning skills.”
A.K	“Supporting children in how to learn, writing every day in the room, Talking to the children. Being with them, answering questions, playing, reading stories, taking them outside, or for a walk in the building.”
Joy (Pseudonym)	“It has made me more interested in how children learn and the importance of my own role in teaching them.”
N.D	“Documentation is capturing the moments, and when we document children’s learning by taking photos and writing notes, we think about why this matters to the children and what my role as an educator is. When we share children’s thoughts with their families or with colleagues, we make our job visible.”
N.A	“Documenting children’s learning helped me to observe, listen, and reflect on what the children are doing and engaging in. This made me see myself not only as a caregiver, but as a professional educator who has a big role for the positive impact of children’s growth and success.”
T.W	“Documenting children’s learning helps me understand their interests, needs, and development. It allows me to plan activities that support each child at their age and stage. Documentation also shows me that every child is different and unique, which helps me be a better and more caring educator.”

Question two: What is your understanding of pedagogical documentation, and what does it mean to you in your work with children?

Educator	Responses
D.A	“Documentation, from the perspective of an educator or a team of educators in a room. It includes wondering and reflections about what is observed in

	<p>children’s play, questioning about the meaning behind what children/learners do, and identifying next steps to further learning. Pedagogical documentation helps us think through our planning for children, helps us communicate our learning about children to parents, families, colleagues, learning community and the larger community, and helps us develop in our own learning as educators.”</p>
N.A	<p>“Pedagogical documentation means, to me, collecting data and evidence of children’s play and learning, such as photos, children’s drawings, arts, crafts, words of their communications, play interactions, videos, learning stories, and so on. It helps me learn about them and their families, helps me understand their strengths and weaknesses, and the areas where they need support. For example, I learn through listening to their ideas and questions, observing their interests during play activities, supporting their curiosity and exploration, encouraging independence, confidence, and problem-solving. So that I reflect on their learning to plan new experiences and add new things.”</p>
T.W	<p>“Pedagogical documentation means observing and reflecting on children’s learning. As educators, we pay attention to children’s reactions, strengths, interests, and curiosities. We also reflect on the physical and emotional environments and consider perspectives from families and colleagues. This helps us plan next steps, extend children’s learning, and support their development.”</p>

Appendix B: Family Questionnaire Responses

Question 1: What do you like about the documentation (learning story)?

Parents	Responses
Parent 1	“English alphabet”
Parent 2	“To learn essential learning background and productive stories which benefit learning and information.”
Parent 3	“It makes me see my child’s progress and what he does.”
Parent 4	“I like the documentation because it helps me see what my child is learning.”
Parent 5	“I like how the educator shows children exploring a sensory tray with dolls and kitchen tools. The baby is sleeping, “be quiet”, washing the baby dolls, and making bracelets. “I love you, baby;””
Parent 6	“I like it because (her child) learns a lot, communicates, and shares

	everything he does. It is a great help to him.”
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Question 2: Would having a learning story in your home language (or including some home language words) be helpful?

Parents	Responses
Parent 1	“Yes, and it’s much easier.”
Parent 2	“Yes, that will, to be associated with culture and make it better.”
Parent 3	“Yes, it would be because my child would feel more connected.”
Parent 4	“No. It is not necessary for me. I understand the information well in English. I practice my English.”
Parent 5	“I am really happy because every day my child is singing, “This is my head, this is my hair, this are my eyes, my ears, my mouth, my nose.” She says, “Don’t touch the stove, it’s hot. Don’t do that.” She also says, “Manmi, I am a doctor.” I like it.””
Parent 6	“Yes”

Question 3: Are there other ways you would prefer to receive or view documentation (e.g., online, physical copy, videos, photos)?


Parents	Responses
Parent 1	“Yes, through videos and photos.”
Parent 2	“It would be better to choose a physical copy as well as videos and photos.”
Parent 3	“I would like to receive photos of their progress and activities.”
Parent 4	“I prefer to receive documentation online with photos or videos. It is easier to see and share with my family.”
Parent 5	“I would like to receive both a physical copy and video.”
Parent 6	“Through videos and photos”

Question 4: Is there anything you would like to see more of in the learning story or any changes that would make it more meaningful or easier for your family to use?

Parents	Responses
Parent 1	I would like to learn more about how to support my child with daily routines such as cleaning, eating, and coloring.
Parent 2	“I think more about the kids connection. This is an important thing for both families and children.”
Parent 3	“Everything is good.”
Parent 4	“I would like to see more photos and more information about what my child is learning. It would also be nice to have ideas for activities to do at home.”
Parent 5	“For my part, I am very satisfied. I am very happy.”
Parent 6	“Yes”


Appendix C: Pedagogical Tool

What is Pedagogical Documentation?




Documentation Includes Some of the Following:

- Photos
- Videos
- Learning Stories
- Children's Artworks/artifacts
- Displays
- Audio Recordings
- Written notes



Purpose:

The purpose of pedagogical documentation is to make children's learning visible and to help educators understand it so they can respond in meaningful ways. It also guides what teachers do next by helping them plan next steps (activities) and support children's learning.



Defining Some Terms

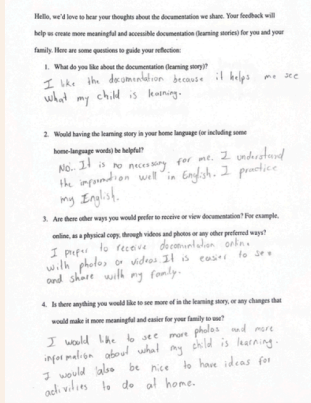
Noticing = seeing
Meaning Making = thinking
Naming = putting that thinking into words
Analyzing/Interpretation = discussing and expanding those ideas (So what? Why it matters?)

What Families Told Us:

Families shared that the learning story helped them understand their child's learning

Examples of what parents said:

- "It helps me see what my child is learning."
- "I would like to see more photos and more information about what my child is learning."
- "Would be nice to have ideas for activities to do at home."
- Some parents mention wanting to see the learning stories in their home language, "associated with culture and make it better."



Meaning Making/making Learning Visible

- Meaning-making is how children make sense of the world through what they do, say, and create.
- When children play, they are exploring ideas, trying out social roles, solving problems, and understanding emotions.
- Pedagogical documentation helps capture these moments, so educators and families can see what their child is thinking and learning.

The Pedagogical Documentation Cycle

How we document and make sense of children's learning together.



Through this cycle, we understand, support, and extend the children's learning.

Process Behind What Educators are Doing/Reflection question:

Noticing and Observing:
Educators watch and listen to children.

- What are they doing?
- What are they saying?
- What are they interested in?

Recording
Educators capture photos, videos, and notes of the learning.

- Taking photos
- Videos
- Audio recordings
- Writing notes

Meaning Making (Naming: Put thinking into words)
Educators reflect on the documentation and may wonder and ask:

- What is happening here?
- What might the child be thinking or learning?
- Describe the learning they see, and using language to make it visible

Interpretation
Educators discuss and analyze (what happened?) the learning with others:

- Co-educators, children, families

Sharing
The learning is shared through:

- Learning stories, conversations, apps (for example, WhatsApp)
- This keeps families informed and involved in the process

Revisiting/Nurture
Educators and children look back at the learning:

- Reflect together, extend ideas, plan next steps
- This is where learning continues and grows



The purpose of the brochure was to make documentation more accessible and meaningful by explaining the purpose and process in simple, concise, newcomers' family-friendly language. The brochure also included sections describing what pedagogical documentation is, why it is important, and how it makes children's learning visible. It also provided examples of different forms of documentation, such as photos, videos, learning stories etc. In addition, the brochure also includes a section that defines terms to support the accessibility, as well as a section for "What families have told us", which incorporated responses from the family questionnaire (see Appendix B). This tool also showcases a pedagogical documentation cycle. Reflection questions were included to encourage families to engage more actively with the documentation and to support dialogue between home and school.