

# **Pedagogical documentation and assessment in Education**

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## In this presentation

- **What is Pedagogical documentation?**
- **Assessing Quality**
- **Formative Assessment in Education**
- **Summative Assessment in Education**
- **Discussion**

# What is pedagogical documentation?

- **Observation**
- **Documentation**
- **Pedagogical documentation**

# Discovering the unusual in everyday situations!

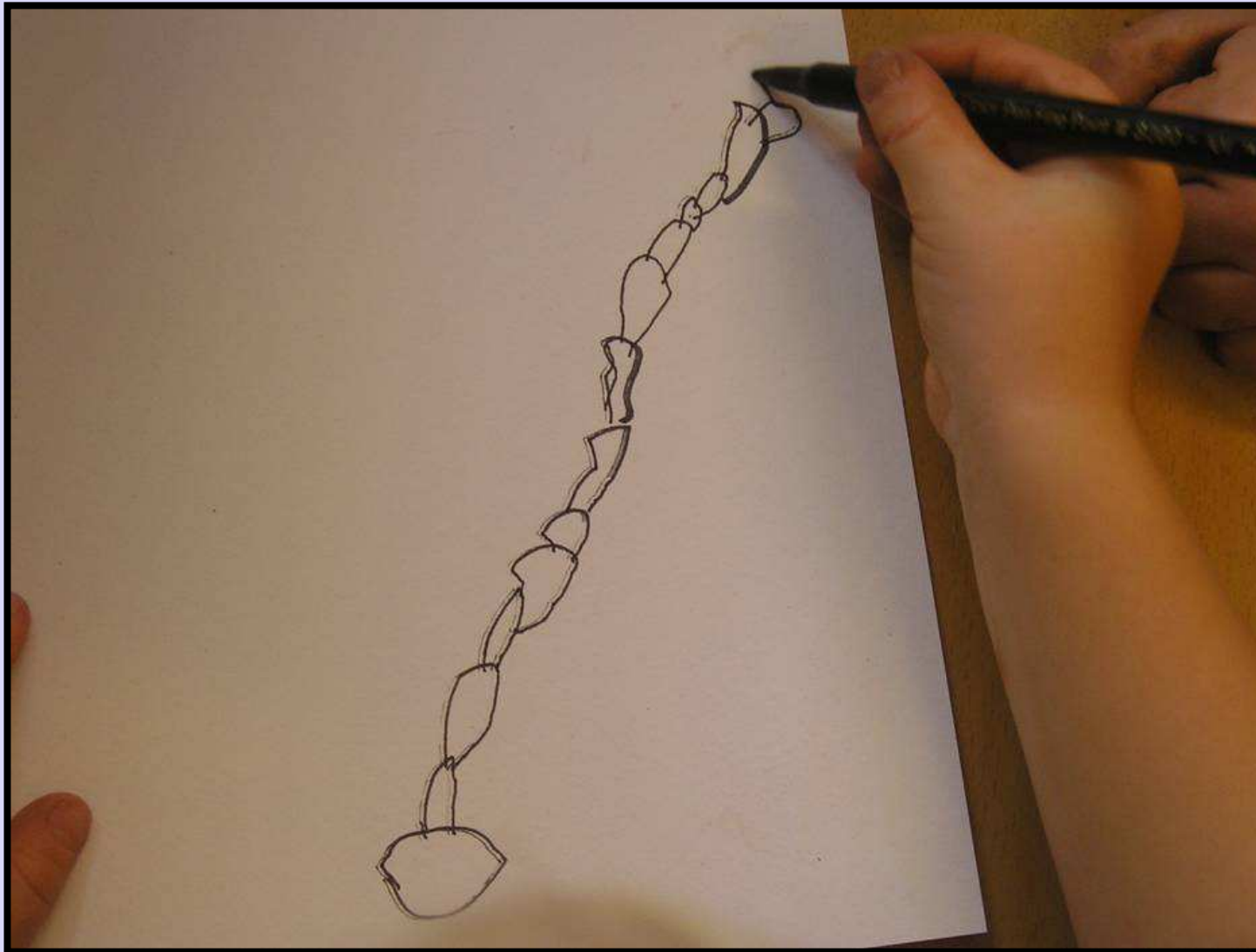




Making the child visible for her or himself.  
This strengthens the self-esteem.  
Making a child **reflect** on her/himself.



Making the learning-process visible for the child in relation to being creative and working with other children.



Making visible, a possibility to observe and talk about  
one's own learning process



Making visible, a possibility to observe and talk about the child's own learning process with the parents



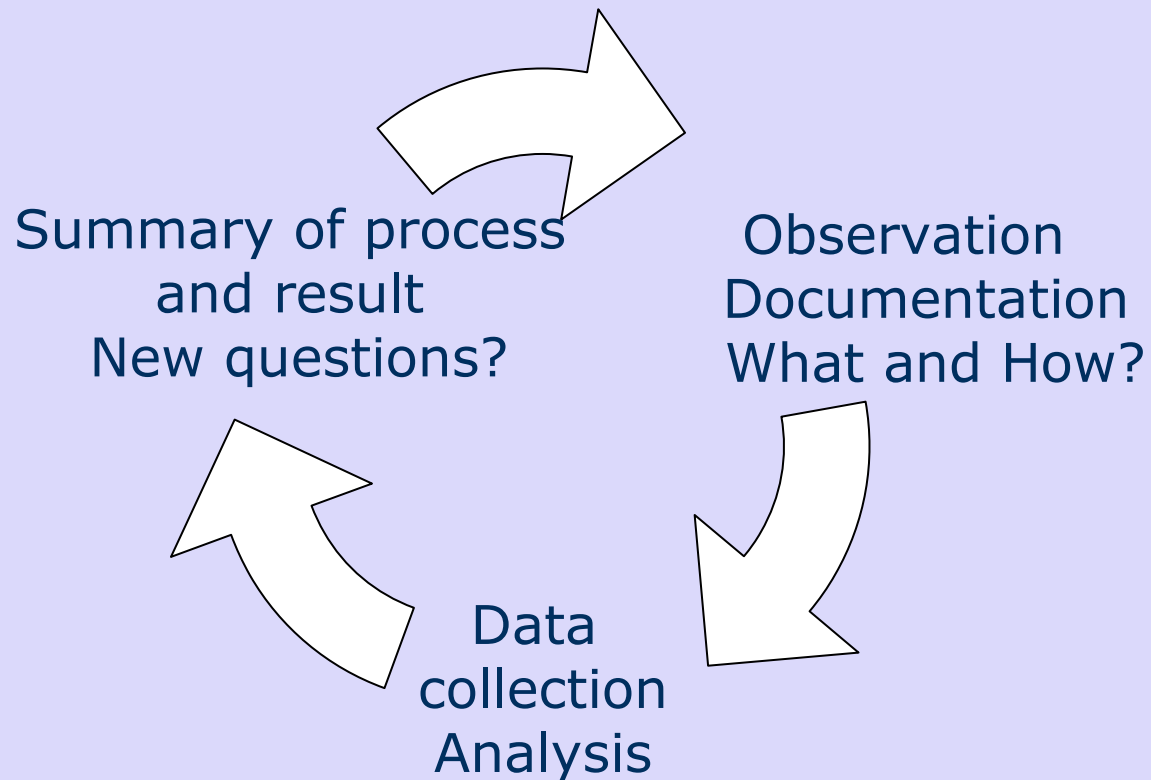


Making visible, a possibility to observe and talk about the child's own learning process between the teachers



Observations and documentations support discussions

# An on-going process, formative assessment



# Observation



# Documentation, broadening the learning object





Three,  
four...  
many!

## Analyse

Marcus uses mathematics in a situation that is meaningful for him.

Maybe we should challenge him several times in the same activity, both with this materials and different.

The next step could be to challenge Marcus in pair-building and classification.

# The Tower in Pisa



# Summary and overview – making visible





# Three types of folders for documentation

**The child's own folder** – follows the child during all 5 years

**Project folders** – a process folder with all projects in the class

**Class folders** - all documentations that have been on the walls during one year.



## **An on-going process, formative assessment**

**Pedagogical documentation is a tool  
for making the teacher's teaching visible  
and the underlying thoughts.**

**Therefore it is helpful in the development of  
the teachers' methodology,  
but also their approach and attitude.**

## What is Quality in Education?

'A multidimensional phenomenon, where multiple interacting dimensions and aspects constitutes an environment for learning. ...

The aspects are partly sustainable qualities, partly changing and dynamic qualities.

These are individually perceived and inter-subjectively agreed on, and they are depending on perspective, time and context.' Sheridan & Williams, 2007

## Four intertwined dimensions

- The societal dimension
- The teachers' dimension
- The children's dimension
- The school dimension

Assessing quality is always made in relation to norms, values and knowledge

(Peder Haug, 2003)

## **The ECERS scale, formative and summative**

Early Childhood Education Environment Rating  
Scale

A holistic view - Physical, psychological, emotional,  
social and educational environment

Observations and interviews are used

Thelma Harms and Richard Clifford, 1980

National adaptations - in Sweden Sheridan, 2007,  
integrating the Swedish preschool curriculum

## The ECERS scale

Assessing how the education (in a holistic perspective) contributes to the learning and development of the children – the conditions

External assessment – high reliability

Self assessment made by staff

Skills are needed to do use ECERS in a reliable way

## The design of ECERS

29 quality aspects linked to 7 areas

- Care Routines
- Space and Furnishings
- Language-Reasoning
- Motoric activities
- Creative activities
- Social development
- Parents and Staff

A 7 graded scale, 1 – 3 – 5 – 7 are defined

## Results from Sweden 1994, 1996, 1999, 2001, 2009

Large variation between preschools (1-5 year olds)  
external 4.44 (2.90 – 6.24)

Variation between and within municipalities

Self assessment 5.19 (3.78 – 6.35)

25 of 30 preschools gave themselves higher grading



## Focussing on the right thing?

Teachers often said that outer conditions were stopping them from developing their teaching.  
'If we just had ..., then we could ...'

The structural conditions in education create a space for action for teachers to use. The way this room is perceived by the teachers as a window of opportunities is directly related to the quality of the education. (Peder Haug, 2003)

## Summative assessment

- Grading the result linked to goals and learning outcomes
- Make sure you grade what is to be learnt
- Grading what is easy to measure or what is important to know?
- Grading the child or the knowledge?
- Focussing on the children more than on the teaching?
- Inflation in grades – ranking lists  
high grades = high quality?

# The Perspective of the Child

## UN Convention on the Rights of the Child

- **In the best interest of the child – a child perspective**
- **Conditions and consequences**
- **Children's perspective**
- **Participating, involved informants**
- **Listening to what is tried to be communicated**

## Children's influence (Shier, 2001)

- 1) to be listened to
- 2) to be supported in expressing their views
- 3) children's views shall be taken into account
- 4) children are involved in decision making
- 5) children share power and decision making with adults