

# **Pedagogical Documentation: Transforming our View of Children, Teaching and Learning - challenges and opportunities**

This first annual conference, presented the Bachelor of Early Childhood Studies program, will explore the potential and challenges of the new directions in early learning and care in Ontario.

Conference topics will include:

- pedagogical documentation and its role in transforming our view of children
- building and strengthening meaningful relationships
- acknowledging and moving beyond the Great Divide (for example, education and care; play-based learning and accountability; theme-based and emergent curriculum)

**Karyn Callaghan, currently the BECS Program Director at Charles Sturt University and a seconded Faculty member from Mohawk College, will speak about the potential of pedagogical documentation to transform learning and teaching in her keynote address.**

## **Conference Schedule**

8:00am - 8:40am

Registration, Coffee, and Publishers

8:45am - 8:50am

Welcome and Introductions

9:00am - 9:40am

Keynote: Karyn Callaghan

9:45am - 10:10am

Break and Publishers

10:15am - 11:40am

Workshop #1 [W1]

11:45am - 12:25pm

Lunch and Publishers

12:30pm - 1:55pm

Workshop #2 [W2]

2:05pm - 3:30pm

Workshop #3 [W3]

3:35pm - 3:45pm

Evaluation, door prizes, and farewell

## BECS Conference Workshops

Abrahams, Joanne, Early Childhood Educator, Margaret Drive CC Centre, Halton Region, W3. 2:05-3:35

### ***Art as a Journey: One Classroom's Discovery***

Experience one early childhood classroom's journey of discoveries through art. Documented dialogue, photographs, discussion and children's art will be shared. Participants will reflect on the importance of play and the critical role educators have as children build self-esteem, strengthen and attain new skills.

Armstrong, Victoria, graduate of CSU's Bachelor of Early Childhood Studies, HR & Communications Specialist, Milton Community Resource Centre; Stanhope, Alison, Learning Resource Teacher, Halton DSB. W3. 2:05-3:35

### ***Inspiring Change through Documentation***

Renewed interest in play-based learning raises questions about traditional teaching approaches. As leaders, we are confronted with ways to engage colleagues in critical reflection about our practice. Participants will explore how documentation can support authentic and reflective conversations by offering an inquiry based view of the teaching-learning process.

Babalis, Joanne, FDK teacher, York RDSB. W1. 10:15-11:45; W2. 12:30-2:00

### ***"Our Reggio Emilia Inspired Classroom Transition": The Environment as a Third Teacher (Documentation of Classroom Changes)***

How do you change a physical environment from a traditional brightly coloured kindergarten to a Reggio Emilia inspired classroom? Participants will be introduced to documentation panels that reflect how a FDK team changed their learning environment, as well as to a blog that can be followed for the remainder of the school year.

Callaghan, Karyn, Faculty, CSU's Bachelor of Early Childhood Studies; Dingwell, Jennifer; Farquhar, Anne; Students, CSU's Bachelor of Early Childhood Studies; Jeandron, Laurie, Supervisor, Cathy Wever CC Centre, Umbrella Family, Hamilton. W3. 2:05-3:35

### ***How Transforming Our View of Children can Change Our Practice: From Policing to Participation***

We will explore the joyful impact of aligning our practice with a view of children as competent citizens in a democratic classroom. Examples will be shared from early childhood and elementary classrooms.

Cardinali, Shan, FDK teacher; DiMatteo, Alison, Early Childhood Educator, Peel DSB. W1: 10:15-11:45; W2: 12:30-2:00

### ***A Community of Learners: Working Together to Make it Work!***

Participants will explore how to overcome challenges and create a positive and successful FDK teaching team, learning environment and child-centred program. A variety of ways to include families in the learning community and build families' understanding of the importance of play in a child's life and learning will be examined.

Embrey, Kerry; Dickinson, Danette; Hislop, Susan, Teachers, Bishop Strachan School, Toronto. W1. 10:15-11:45; W2. 12:30-2:00

### ***Engaging with Ideas of Structure: Using Multiple Languages for Inquiry***

What is structure and how do we find it in a snowflake, a song, a crowd, a roller coaster, our bodies? This presentation will focus on a Grade One inquiry project that engaged multiple languages and perspectives. Participants will engage in hands-on exploration using construction materials and technology.

Fortney, Jill, Program Support Services Consultant, Halton Region Children's Services.

W1. 10:15-11:45

### ***Reflective Practice: Transforming Teaching through Relationships***

Being a reflective practitioner is necessary for continually transforming your teaching practice. In this session, participants will extend reflection from an individual process to a shared process of intentional dialogue for enhancing team relationships.

Fraser, Lianne; Bath, Karampal; teachers & Gupta, Suman, E.C.E., FD Learning program, Peel DSB

W1. 10:15-11:45; W2. 12:30-2:00

### ***Creating an Authentic Learning Environment based on Student-Interest and Inquiry in the Full Day Learning Program***

In this hands-on workshop we will look at how to create an authentic learning environment based on student-interest and inquiry through the use of learning zones and co-constructed dramatic areas. The concept of classroom experts and the environment as the third teacher will be explored.

Khattar, Dr. Randa, Faculty; Cote, Lisa; Sylvester, Chantelle, Students, Charles Sturt University's Bachelor of Early Childhood Studies.

W1. 10:15-11:45; W3. 2:05-3:35

### ***How do documentation and inquiry support one another: Some examples***

Several projects will be shared that demonstrate the relationships between pedagogical documentation and inquiry learning in early years settings.

McNeil, Anne; Spotswood, Christine, Kdgn. Teachers, Halton Catholic DSB

W2. 12:30-2:00; W3. 2:05-3:35

### ***Student-Led Conferences in Kindergarten***

Presenters will share the role of documentation and student-led conferences in actively engaging parents in the value of play-based learning. Participants will learn: Who presents and what is presented to parents? Where and when conferences occur? How Kindergarten students are prepared for conferences? Why implement S-L conferences?

Moccia, Len; Demydchuk, Natalie; Daly, Rowena, FDK Teams, Hamilton-Wentworth Catholic DSB.

W3. 2:05-3:35

### ***Sharing our Team Building Journey in Full Day Kindergarten***

Two FDK Teams will be represented on a panel during which they will describe their journey in building relationships that have helped them move beyond the Great Divide of: play based learning and accountability; education and care; teacher and ECE; emergent curriculum and theme based learning.

Niessen, Nancy, Kdgn. Teacher/Early Childhood Educator, Hamilton-Wentworth DSB.

W1: 10:15-11:45; W3: 2:05-3:35

### ***Transitioning to Full Day Kindergarten: Leading the Way***

How do educators prepare for Full Day Kindergarten? This session focuses on inquiry as a vehicle for change, and on how one teacher and one team are transitioning to Full Day Kindergarten.

Shalima, Dasha; Coulthard, Cathie, Professors, Sheridan College, ECE program.

W1. 10:15-11:45; W2. 12:30-2:00

***Pedagogy of Listening: Storytelling and Children as Citizens and Critical Thinkers***

Pedagogy of listening provides a tremendous opportunity for building and strengthening educator-child relationships. The purpose of this workshop is to analyse the changing images of the child and to discuss how children's storytelling helps educators better understand children's learning and build authentic relationships.

Spence, Wendy, Principal of P.L. Robertson School, Halton DSB.

W2.12:30-2:00

***Implementation of Full Day Kindergarten: Building a Foundation for Change***

This workshop will provide an opportunity for leaders to hear about the successful implementation of FDK and emergent learning in a large elementary school. Learn practical steps to be considered by leaders as they build a foundation for change within their schools.

Sutherland, Dr. James, Faculty, CSU's Bachelor of Early Childhood Studies.

W1. 10:15-11:45

***Foregrounding Educator-Child Relationships***

Keeping in mind children's complex emotional needs, varying attachment profiles, unique family dynamics, and our own professional and personal relating styles, let's have a look at educator-child relationship building in our classrooms.

Topic, Andi, Student, CSU's Bachelor of Early Childhood Studies, FDK team, HWDSB; Hogeterp, Wendy, teacher, FDK team, HWDSB.

W2. 12:30-2:00; W3. 2:05-3:35

***Relationship Building in Early Learning Kindergarten***

Presenters will share a description of their partnership journey together. This includes the relationships we have created with one another, other staff, parents and students, and implications for practice.

Zilles, Loa, teacher; Howlet, Lindsay, ECE, Waterloo Region DSB

W2: 12:30-2:00; W3: 2:05-3:35

***Nurturing Effective Collaborative Relationships***

Presenters will describe how two professionals have come together to build a positive early learning environment. They will talk about keys to building relationships and some of the strengths each background brings to the FDELK program and partnership.