

Reporting in Kindergarten

Kindergarten educators are required to keep quality journals of student progress and development throughout the year. These journals are a rich source of information about student development and take time and care to maintain. They are used for a number of purposes including reporting to families.

These journals take the place of other formal forms of report documents used previously.



National Quality Standards

The National Quality Standards for Early Childhood Education and Care require that:

- “The documentation about each child’s program and progress is available to families” (Element 1.1.4)
- “Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation” (Element 1.2.2)

Since January 1st 2012 Kindergartens in Tasmania are required to meet the National Quality Standards for Education and Care as outlined in the National Quality Framework for Early Childhood Education and Care.

Reporting forms part of quality practice.



Documenting learning

Documenting learning in Kindergarten requires an ongoing process of observation, reflection and planning for learning.

Documenting enables educators to make learning visible to families, the educators themselves and children.

Documentation:

- Has a focus on children's experiences, memories, thoughts, ideas and learning.
- Typically includes samples of learning at different stages
- Is a record of a learning journey
- Includes records of conversations, photos, children's work
- Teacher reflection on learning experiences



Documentation has a number of purposes

Is a cumulative record of a child's growth, development and learning

Includes information from the family

Forms part of the planning cycle – enabling development of experiences that build on prior understandings

Is available to families and forms the basis of conversation

High quality documentation contributes to the quality of an early childhood program by:



Enhancing children's learning

Taking children's ideas and work seriously

Assisting teacher planning and evaluation

Supporting parent participation and appreciation/understanding of the learning

Supporting teacher as researcher

Making children's learning visible

Documenting to enhance learning

Educators in Kindergarten are required to 'continuously plan' based on the evaluation of learning as it progresses. Learning experiences are shaped by the interaction of children and variables such as prior experience, knowledge and understanding and accessibility of learning.

Documentation allows reflection on the learning experiences and how these may be enhanced or developed.



Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

- 1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
- 1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
- 1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning.
- 1.1.4 The documentation about each child's program and progress is available to families.
- 1.1.5 Every child is supported to participate in the program.
- 1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.

Standard 1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

1. Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation
2. Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
3. Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.



Teacher as researcher

Documentation is an important type of teacher research, sharpening and focusing teacher attention on children's plans and understandings and on the role of the educator in children's experiences.

Documentation provides a basis for modification and adjustment of teaching strategies and is a source of ideas for new strategies for learning.

Documentation allows informed decisions to be made about appropriate ways to support each child's development.

Making Learning Visible

Documentation provides information about children's learning that cannot be demonstrated by formal standardized tests and checklists.

Documentation is only real and valuable when children are engaged in absorbing, complex engaging projects that are worthy of recording.

Documentation 'introduces parents to a quality of knowing that tangibly changes their expectations. They re-examine their assumptions about their parenting roles and their views about the experience their children are living, and take a new and more inquisitive approach toward the whole school experience.' (Malaguzzi '93)

Malaguzzi, L. (1993). History, Ideas, and Basic Philosophy. In C. Edwards, L. Gandini, and G. Forman, THE HUNDRED LANGUAGES OF CHILDREN: THE REGGIO EMILIA



Reporting in Kindergarten will form part of the cycle of planning, observation, documentation, reflection and research.

Time spent maintaining journals of student growth and development is considerable and requires ongoing commitment.

Student journals will replace formal reporting within schools enabling time to be used well in documenting learning.

Student journals will be used throughout the year and at Parent Teacher interviews to form the basis of conversation and communication of learning.