

## Name of the SIG

### Transforming Assessment, Evaluation and Documentation in Early Childhood Pedagogy

Report for 2017/2018

#### **SIG convenors:** (names and e-mails)

Dr. Ioanna Palaiologou

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#### **SIG members:** (names and e-mails)

Dr. Elisabetta Biffi

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#### **Aims of the SIG:**

1. To examine ways of how an ecological thinking involving all stakeholders' (early childhood educators-term used collectively to describe all who are involved in a professional capacity with children's education, parents and children) participation, involvement, dialogic pedagogy in assessment, evaluation and documentation versus testing and laboratory tick boxes assessment processes;
2. To open the discourse of the underpinning ideologies, philosophies, theory/theories, epistemologies of assessment, evaluation and documentation;
3. To explore the potentiality/potentialities of innovative ways and ecological thinking to assessment, evaluation and documentation;
4. To share practices of how we can develop effective and ethical ways of assessing, evaluating and documenting how children are connecting cognitive skills and transversal competences with situations that appear in everyday life, children's unique strategies and narratives of connecting situations, how children develop skills and try to make sense of the world without trying to apply a universal approach to these processes;
5. To explore alternatives on how we can move away from developmental scales focusing on academic achievements that they are the dominant discourse in many curricula approaches and reduce social stratification and inequality;
6. To engage into discussions on the focus of the assessment, evaluation and documentation (i.e.: singularity of the child versus universality, connectivity of situations versus testing)
7. To discuss and potentially extend relevant research and experimentation of assessment, evaluation and documentation ***in*** practice and ***on*** practice.

## **Activities 2017-2018:**

Publications, meetings, networking, cross-national collaboration, symposiums

In the academic year 2017/2018 the SIG successfully organised its first workshop to discuss issues of assessment and documentation during the annual conference 29th of August 2017 in Bologna. The programme included our annual meeting followed by two workshops and discussion. Minutes of the meeting are presented in Appendix 1. The full programme was as follows:

- 13:15-14:15 SIG meeting
- 14:30-15:30 Giulia Pastori: The ecology of evaluation - Pedagogical cultures, measures and transformation. Reflections from the CARE project
- 15:30-15:45 Break
- 15:45-17:00 Elisabetta Biffi: How to train teachers in pedagogical documentation - A narrative approach
- 16:00-16:30 Plenary

The workshops were attended by twenty of our members.

In the annual conference (Bologna 2017) the SIG offered two self-organised symposia:

### **Self-organised symposium 1: Transforming Assessment evaluation documentation in early childhood pedagogy: Seeking potentialities 1**

Susanne Klaar : A practice-oriented development of a didactical tool for observation, documentation and reflection in preschool.

Ioanna Palaiologou: The 5Ws in assessment as an alternative to test based assessment in England

Zenna Kingdon: The Mosaic in 4D

### **Self-organised symposium 2: Transforming Assessment evaluation documentation in early childhood pedagogy: Seeking potentialities 2**

Elisabetta Biffi: Anecdote as a strategy for pedagogical documentation in early childhood education

Estelle Martin: Transforming assessment, evaluation and documentation in early childhood pedagogy

Franca Zuccoli & Elisabetta Biffi: Art as documentation

This year we kept in contact with all our members and tried to increase our members. The SIG has now 35 members (list in Appendix 2). We try to send regular emails (in the form of a newsletter) to all our members so we can keep in touch with the members of the SIG.

We have organised an annual meeting for the 28th of August 2018 in Budapest so we can discuss the future activities of the SIG.

### Future activities:

Publications, meetings, networking, cross-national collaboration, symposiums

Several of our members had a number of publications around the themes of the SIG that have resulted in the organisation of three self-organised symposia:

<b>EECERA 2018: Transforming Assessment, Evaluation and Documentation</b>	
<b>Self-organised symposium 1</b>	<b>Assessment and Documentation: parents', teachers' and policy perspectives.</b>
Kubra Firat	Involving Parents in Their Reception Children's Literacy Learning Journey under the Statutory Assessment of England
Marlene McCormack	Exploring Pedagogical Documentation in an Irish Context
<b>Self-organised symposium 2</b>	<b>Documenting inside/ outside children's services: A Comparative study</b>
Elisabetta Biffi and Franca Zuccoli	Documenting inside/outside children's perspectives: the Italian Perspective.
Mari Mori and colleagues	Documenting inside/outside children's perspectives: the Japanese Perspective.
Ioanna Palaiologou	Documenting inside/outside children's perspectives: the English Perspective.
<b>Self-organised symposium 3</b>	<b>The ECE professional as a political subject - Transforming Assessment, Evaluation and Documentation</b>
Christina Haandbæk Schmidt	Pedagogical Professionalism in light of an Insisting Learning Agenda
Christian Aabro	Systems of (mis)trust? - municipal ECE intervention and professional patterns of reception"
Niels Warring	"Practices and reflections of pedagogues exposed to neoliberal steering mechanisms and pedagogical concepts and programs"

### Networks established with other institutions and organisations:

This year Elisabetta Biffi has led the start of a collaborative project between UK, Italy, Japan and Greece. Through this collaboration, it is aimed to apply for research funding to investigate young children's and teachers in early childhood views on the concepts of the inside/outside. The conceptual framework of the study is focused on pedagogical documentation as a strategy of research for teachers and researchers, in a way that transform the documentation practice in a way through which the process of research can be used as a process of professional development by children. Moreover, the study is

underpinned in the theoretical framework of the research with children, considering children able to reflect on 'ideas' and concept of high level of complexity (

**How do the SIG's activities fit with aims and ethos of EECERA:**

There is a plethora of ways and methods of assessment, evaluation and documentation within the early childhood pedagogical debate. The SIG faithful to the principles of EECERA, aims to collect this diverse practices and find connections among the multiple approaches on the topic, so we can share examples of good practices and even develop innovative methods, culturally appropriate, to gain an in-depth understanding of assessment, evaluation and documentation practices in Europe and beyond.

## Appendix 1 Minutes from SIG's annual meeting on the 29th August 2017

### EECERA SIG: Transforming Assessment Evaluation and documentation in early childhood pedagogy

#### Notes from SIG Annual Meeting on the 29<sup>th</sup> August 2017

1:15-2:00

Bologna, Italy

In attendance:

All members present introduced themselves and their research interests

Name	Email	Country	Are you EECERA member?	Membership Number (if known)
Ioanna Palaiologou	<a href="mailto:i.palaiologou@ucl.ac.uk">i.palaiologou@ucl.ac.uk</a>	UK	Yes	100200
Elisabetta Biffi	<a href="mailto:elisabetta.biffi@unimib.it">elisabetta.biffi@unimib.it</a>	Italy	Yes	100620
Elisa Truffelli	<a href="mailto:Elisa.truffelli@unibo.it">Elisa.truffelli@unibo.it</a>	Italy	No	
Kubra Firat	<a href="mailto:kubra.firat@nottingham.ac.uk">kubra.firat@nottingham.ac.uk</a>	UK	No	
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#### 1. Minutes from previous meeting

Minutes from previous meeting were shared and approved as a true record.

## **2. Discussion about aims of the Sig**

We evaluated the aims of the SIG. It was agreed that we need to emphasise in the aims the critical perspective and aspect to aspect to assessment. It was also discussed that there is a need to reevaluate the meaning of assessment in the aims and ethos of the SIG.

It was also discussed that the emphasis needs to be on the diversity of assessment among the different countries.

## **3. Activities of the SIG for the forthcoming year**

As one of the key aims of the SIG is to share practices of assessment, evaluation and documentation among different countries the discussion focused on best ways to achieve this goal. It was proposed:

- a. A book (maybe a Handbook) focusing on international practices of assessment, evaluation and documentation in early childhood pedagogy.
- b. An online platform (either via EECERA website or google shared drive documents) on work that has been published on self-assessment and documentation.
- c. The SIG to undertake a literature review on different practices of assessment internationally but for the time being to focus on EU practices with the scope to apply for an EU funding (either via Horizon 20/20 or COST ACTIONS).
- d. The SIG to coordinate more self-organised symposia for 2018 conference. Ioanna and Elisabetta to send an email to all members for call for self-organised symposia when the call for papers will be announced by EECERA.

In order to work towards these goals, it was agreed that members will send their relevant publications since 2016 to create a “bank” of research that can be shared on line (either via EECERA website or google shared drive).

The SIG meeting finished at 2:00 and it was followed by the SIG event with presentations from:

### **1. Giulia Pastori**

“The ecology of evaluation - Pedagogical cultures, measures and transformation. Reflections from the CARE project”

Giulia Pastori shared with the SIG participants her work on the the CARE project and the CLASS tool as a way of assessment. The CARE (Curriculum Quality Analysis and Impact Review of European ECEC (Jan 2014-Dec 2016) project (<http://ecec-care.org>) is a

collaborative project, involving 11 countries and addressing issues related to quality and curriculum of ECEC in Europe. Its central goal is to develop an evidence-based and cultural sensitive European framework of quality indicators. Within this framework, the author focuses on a critical cultural approach – developed by the project – to the CLASS tool in order to address the ecological validity of evaluation.

Publication on the project:

- Pastori G, Pagani V., Is validation always valid? Cross cultural complexities of standard-based instruments migrating out of their context. In European Early Childhood Education Research Journal. Referee. 2017, Vol.25, Issue 5, pp. 687---692. DOI: <http://doi.org/10.1080/1350293X.2017.1356545>.
- Slot, P., Cadima, J., Salminen, J., Pastori, G., (2016), Multiple case study in seven European countries regarding culture-sensitive classroom quality assessment. CARE Curriculum Quality Analysis and Impact Review of European ECEC, WP2, D2.3, Executive summary, retrieved from [http://ecec-care.org/fileadmin/careproject/PublicLerkkanen,M.-K.actions/reports/summaries/D2\\_3\\_Multiple\\_Case\\_study\\_executive\\_summary.pdf](http://ecec-care.org/fileadmin/careproject/PublicLerkkanen,M.-K.actions/reports/summaries/D2_3_Multiple_Case_study_executive_summary.pdf).
- Sylva K., Pastori G., Lerkkanen, M.-K., Integrative Report on a culture-sensitive quality & curriculum framework, D.2.4., retrieved from: [http://ecec-care.org/fileadmin/careproject/Publications/reports/D2\\_4\\_Integrative\\_Report\\_wp2\\_FINAL.pdf](http://ecec-care.org/fileadmin/careproject/Publications/reports/D2_4_Integrative_Report_wp2_FINAL.pdf).

## 2. **Elisabetta Biffi**

“ How to train teachers in pedagogical documentation - A narrative approach”

Drawing especially on the frameworks of documentation as a process of inquiry (Rinaldi, 2004) and documentation as a reflective practice for professional development (Schön, 1996), Elisabetta Biffi proposes a strategy for training teachers in the use of pedagogical documentation based on the assumption that pedagogical documentation can be considered as a research method on lived educational experience. To this end, an experience carried out with master degree students in Educational Sciences has been presented, describing the training approach used and the achievements obtained in terms of professional development.

The event was attended by 20 EECERA delegates.

## Appendix 2 Full list of the SIG memebes

NAME AND SURNAME	COUNTRY- INSTITUTION	E-MAIL ADDRESS	EECERA MEMBERSHIP
Elisabetta Biffi Cogovernor	Milano Bicocca	<a href="mailto:elisabetta.biffi@unimib.it">elisabetta.biffi@unimib.it</a>	Yes
Ioanna Paliologou Cogovernor	UCL, IoE	<a href="mailto:ioannapad@icloud.com">ioannapad@icloud.com</a>	Yes
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