Early Years Twilight Seminar

14 August 2019 video transcript

Video 3: Documentation

SUSANNE GARVIS: People are always interested in how does documentation work throughout the day as well, and one important thing within the Swedish documentation is to also look at the group. So what is happening in the group in an observation? What is happening with individuals in that group? And the importance of group observation also provides feedback to the teacher as part of the assessment cycle and the teaching team, so they can continuously look at what is actually happening.

There is also then assessments that happen as part of this documentation, but it's not formal assessments. It's thinking about the child in terms of the development and reflecting, ‘What can I do next as part of the teaching team?’ Or, ‘In this group observation the child was upset. Why were they upset?’ So it's this continuous reflective questioning that's going on as well. There are some elements of documentation that are shared, such as – such as photos and children's work samples, and there is also the development talks that happen twice a year with parents.

So parents are written into the Swedish curriculum and they know their rights and responsibilities of participating in the preschool based on what is actually written in the curriculum. So this includes the inskolning that I spoke of earlier, but also the development talks. Parents are expected to be involved heavily in the planning and the assessments with the children, and it's the role of the teaching team to work out how to actually do that. And this can also be from the informal conversations that happen during pick-up and drop-offs, and it can also be through the development talks.