

Learning Stories

Narrative assessment in ECE

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Introductions :)

Who are you? Where are you from?



Discuss

“The fundamental purpose of education for the 21st Century, it is argued, is not so much the transmission of particular bodies of knowledge, skill and understanding as facilitating the development of the capacity and the confidence to engage in lifelong learning. Central to this enterprise is the development of positive learning dispositions, such as resilience, playfulness and reciprocity.”

Claxton, G. & Carr, M. (2004) A framework for teaching learning: learning dispositions. *Early Years International Journal of Research and Development*, 24(1) 87-97.

Noticing, Recognizing, and Responding (Carr & Lee, 2012)

Margaret Carr and Wendy Lee advocate for a framework of formative assessment, based on holistic observation and considered adult intervention, within early learning settings.

1.) Noticing

Teacher notices learner's engagement or interest in something -

- What was driving the learner in this episode?
- What was she/he trying to master, learn, achieve, explore, find out about?
- What actions/behaviours did you notice?
- Did this link to anything that you had noticed before?
- Who/what else was involved and what was their role?

2.) Recognizing

Teacher recognizes what learning is occurring -

- What learning do you think went on here? What learning are you valuing here?
- What lenses might you be wearing in regards to how you view this episode?
- What were the key points to the story? Why?
- What is significant for you? For the learner? For others?
- What learning strategies were/were not successful? Why?
- What links can be made to past instances of learning?
- Does the child have anything to say about importance of what has occurred here?
- What does the learner's family recognise here? What have *you* learnt?

3.) Responding

Teacher responds to extend the learning

- What are some of the possibilities and opportunities for further learning?
- What might the learner's own goal be here?
- What teaching strategies, resources and experiences might support the learning?
- How might certain dispositions of the child's be nurtured?
- What ideas might others have in terms of a response? What ideas does the learner have?
- Have you any thoughts about encouraging increasing challenge/complexity/ etc?
- How might routines/activities be utilised to best support the learner?
- What's the role of the adult? Of a peer tutor?
- How does this response encourage self-motivation?

Recording, Revisiting, Reflecting (Carr & Lee, 2012)

The importance of recording, revisiting, and reflecting learning, in ways that are empowering to learners, underscores the value of learning stories as an assessment tool.

Recording?

How can teachers work effectively with (or alongside) learners to record learning in ways that are accessible and meaningful to all involved?

Revisiting?

Is there a way for teachers to document learning which promotes learners' enthusiasm for revisiting it?

Reflecting?

How can learners and trusted adults (teachers and family) reflect to co-construct meaning about their identities as learners?

Task 1) Sit back and relax!

Learning Stories: Documentation Project - Pedagogical
Narration in Saanich Elementary Schools

<https://www.youtube.com/watch?v=RRWKp4hXadQ>

What's in a learning story?

- Photos
- Video and audio recordings (if using online portfolio platform)
- Description of context (Noticing)
- Learner's voice!
- Teacher's perspective on what type of learning is occurring/has occurred (Recognizing)
- Ideas from learners, teachers, and family about possible next steps in to extend learning (Responding)

Task 2) Let's read

Choose one of the articles below. Move to the table with the corresponding number

1.) Hatherley and Sands (2002) - New Zealand

http://opportunities-exchange.org/wp-content/themes/vulcan/multimedia/media/printable_documents/so%20what%20is%20different%20about%20learning%20stories.pdf

2.) Carter (2010) - US

<http://www.ecetrainers.com/sites/default/files/Using%20Learning%20Stories%20to%20Strengthen%20Teacher%20Relationships.pdf>

3.) Jupp (2013) - Canada

<https://tecribresearch.wordpress.com/2013/04/24/documentation-and-assessment-the-power-of-a-learning-story-10/>

Task 3) Sharing is caring

Elect two members from your table to present on behalf of your group! :)

- 1.) Strengths of the learning story?
- 2.) Weaknesses of the learning story format?
- 3.) Would I use learning stories as a tool within my learning community? Why? Why not?

Greg's thoughts!

- Visibility (and accessibility) of learning and assessment
- Emphasis on dispositions toward lifelong learning and process of learning rather than end product
- Credit based (focus on what the learner can do)

Greg's thoughts continued!!

- Demonstrates progress, linkages and continuities, within learner's past inquiries and interests.
- Learner centred
- Basis for home-school communication about learning

Greg's thoughts continued!!!

- Promotes learner interest in reflection, self-assessment, and awareness of identity as confident and capable learners.

Recommended resources

Online Learning Story Platform

www.storypark.com

Books

Carr, M. (2003), *Assessment in Early Childhood Settings: Learning Stories*. London: SAGE.

Carr, M., & Lee, W. (2012). *Learning stories: Constructing learner identities in early education*. London: SAGE.

Recommended resources

Learning Story Exemplars

Carr, M., Lee, W., & Jones, C. (2004-2009). *Kei tua o te pae: Assessment for learning: Early childhood exemplars*. Wellington, New Zealand: Learning Media. (Learning stories are featured as assessments within books 11 to 15 of *Kei tua o te pae*)

<http://www.educate.ece.govt.nz/learning/curriculumAndLearning/Assessmentforlearning/KeiTuaotePae.aspx>

“Learning Story Examples” <http://tomdrummond.com/learning-story-examples/>

Thanks for coming! :)

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