As a school creates its identity, a story develops, a story of what is essential and rooted in its fabric. Traces of the story can be told through classroom documentation of learning, which is then examined by children and adults for the purpose of deepening their understanding. Through careful looking and dialogue, new stories unfold, new directions emerge, new ideas evolve.

This endless weaving and reweaving creates the thinking classroom.

http://www.stonemanorpress.com
“Documentation and a Culture of Thought”

IB Regional Conference: Cultures of Learning
Madrid, Spain
October 4-7, 2012

Deborah Ferrari, Mary Marjerrison, and Melanie Schryburt
Bilingual European School - Milan, Italy
Dialogue... “a fundamental aspect of well-being”

--Tiziana Filippini, Reggio Children

Documentation plays a critical role in fostering a culture of dialogue

...dialogues that promote confrontation with ideas, reflection, revision, deeper investigations, and understanding
Some Key Components of a Culture of Dialogue

- children and teachers are learners and teachers
- learning is made visible through documentation
- learning is propelled through interaction with documentation
- children and teachers negotiate uses of their documentation
Creating Our Story...

Airplane “Rounds”

“Lydia the Fairy Scientist”

observing, documenting
interacting with student work

the Fairy Scientist”

http://mereponderizations.wordpress.com/
the Airplane Design Task

• DESIGNERS: In your group, you have 5 minutes to plan how you can construct a paper airplane that holds five 5-centimeter coins and can fly at least 3 meters. Test models can be built, but no flying!

/io At the signal, your group will have 10 minutes to construct and test two airplanes that meet the criteria.

DOCUMENTERs: Meet with Melanie for instructions
Airplane Thinkpoints

Designers:
Reflect on your experience. What were some interesting or important moments or shifts in your learning?

Documenters:
Share your observations and insights.

All:
Describe what might be some next learning steps if we were to continue this learning experience.

http://www.2020site.org
More Airplane Thinkpoints

**Purposes** (social relationships, organization, ideas, roles)

**Knowledge** (aerodynamics, measurement)

**Strategies** (observation, anecdotal notetaking, recording, photographing, writing, sketching)

**Tools** (ipad, mobile phone, camera, notepad, sketchbook, post-its)
“Rounds”

Put on your lab coats... it’s time for some examinations!

http://quinncreative.files.wordpress.com

“Rounds” Thinkpoint

- THINKING ROUTINE: The Mind Map
  Contribute to our collective mind map on the benefits of documenting student thinking

- THINKING ROUTINE: Connect-Extend-Challenge
  How are the ideas and information presented connected to what you already know?
  What new ideas did you get that extended or pushed your thinking in new directions?
  What is still challenging or confusing for you? What questions or puzzles do you now have?

http://pzweb.harvard.edu/vt/index.html
Lydia, the Fairy Scientist:
Thinkpoints

How does documentation advance her learning?

What does learning look like?

from Lydia’s perspective…

How and where does learning thrive?

If you were Lydia’s teacher, what might be some next steps to deepen her inquiries and concepts?

http://youtu.be/akk5EvTMGKo

How does documentation advance her learning?
The Last Word

MYST: Me, You, Space, and Time

http://pzweb.harvard.edu/vt/index.html

for continuing your thinking...
Resources

Internet:
• ALPS:  http://learnweb.harvard.edu/alps/home/index.cfm
• Ron Ritchhart’s website:  www.ronritchhart.com
• VT website:  http://pzweb.harvard.edu/vt/index.html
• AT website:  http://www.pz.harvard.edu/at/
• MLV website:  http://www.pz.harvard.edu/mlv/
• Stories of Learning website:  http://storiesoflearning.com/
• Project Zero / Visible Thinking:
  http://pzweb.harvard.edu/vt/VisibleThinking_html_files/06_AdditionalResources/CultivatingACultureofThinking.pdf

Books:
• Tishman, Shari, David N. Perkins, and Eileen Jay.  The Thinking Classroom:  Learning and Teaching in a Culture of Thinking.  Allyn and Bacon, 1995.