

## WP2.D - TABLE OF CONTENTS

The aim of the digital handbook is to provide childhood educators and kindergarten teachers with the competences related to:

- The concept of pedagogical documentation in childhood education
- How pedagogical documentation and assessment process can support the learning processes
- Participatory pedagogies
- Holistic approaches
- Ethical principles in pedagogical documentation

The handbook is organized in 5 chapters:

Title of the chapters	Responsible partners
The concept of pedagogical documentation in childhood education	IPB (PT) or ULS (IE)
Relationship between pedagogical documentation and children's learning	IPB (PT) or ULS (IE)
Participatory Pedagogies in Childhood Education	IPB (PT) or ULS (IE)
Holistic approach	IPB (PT) or ULS (IE)
Ethical principles in pedagogical documentation	IPB (PT) or ULS (IE)

Chapters can be divided into paragraphs. Each chapter should be around **15** pages according to the editing information indicated in the template “WP2.D – Guidelines to create the contents”.

You can find, in the following page, a starting point for the table of contents of the digital handbook. The current contents are taken from the application form, but if possible, I kindly ask you for each chapter:

- To expand the short abstract
- To define a proposal for the title of the paragraphs



## **1. The concept of pedagogical documentation in childhood education**

Definition and relevance of the pedagogical documentation in childhood education

- 1.1 What is pedagogical documentation?
- 1.2 Characteristics of pedagogical documentation
- 1.3 Examples of national policy requirements
- 1.4 Self-reflection suggestions
- 1.5 Practical Tools for everyday activities

## **2. Relationship between pedagogical documentation and children's learning**

Understanding how pedagogical documentation and assessment process can support the learning processes.

- 2.1 The children as learners and the practices of educators
- 2.2 Pedagogical Documentation and emergent Curriculum
- 2.3 Methods for collecting and presenting learning
- 2.4 Self-reflection suggestions
- 2.5 Practical Tools for everyday activities

## **3. Participatory Pedagogies in Childhood Education**

Reflection on participatory pedagogies and their role for the construction of a child-friendly school, promoting communication and dialogue with families and the community.

- 3.1 High Scope Approach
- 3.2 Reggio Emilia Approach
- 3.3 Play-based learning
- 3.4 Self-reflection suggestions
- 3.5 Practical Tools for everyday activities

## **4. Holistic approach**

Understanding the child, as a singular individual, but also his wholeness, considering all his experiences and interests and his identity, regarding his personal, social, emotional, motor, and cognitive skills, and the environment that surrounds him.

- 4.1 Principles of Holistic Pedagogy: wholeness, interconnectedness, inclusion, and balance
- 4.2 The child as a whole and the role of professionals
- 4.3 The interconnectedness between development, learning, and the curriculum
- 4.4 The integration of knowledge and action
- 4.5 Self-reflection suggestions
- 4.6 Practical Tools for everyday activities

## **5. Ethical principles in pedagogical documentation**

Assessing ethical issues related to the children's participation in the documentation

- 5.1 The guarantee of children's rights during the learning process
- 5.2 The agency and participation of children



- 5.3 The respect for Children during the data collection
- 5.4 Self-reflection suggestions
- 5.5 Practical Tools for everyday activities

