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Reconsidering documentation systems

Examining Polish preschool educators' reflections upon Polish preschool documentation system, preschool democracy and Reggio Emilia-inspired pedagogical documentation from Sweden.

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Abstract

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Sweden and Poland see preschool documentation as a very important practice in Early Childhood Education and Care. Each country, however, conceives of this documentation differently. Reggio Emilia-inspired pedagogical documentation is one of the documentation practices used in Swedish preschools. There is very little research on the approach of Polish educators to this form of pedagogical documentation. Furthermore, the Swedish preschool curriculum is based on Social Pedagogy in contrast to the Polish preschool curriculum, which is based on Readiness for School. These curricular perspectives are underpinned by different views on children's abilities and on the goal of preschool as an institution. This, in turn, reflects the relative differences in how democracy is viewed, and documentation maintained in these two countries. In this study, semi-structured interviews with four Polish preschool educators were conducted in order to document their understandings of the mentioned terms, as well as their perspectives on the forms and practices of documentation that they use. The participants were also asked about the possibility of adapting pedagogical documentation, as seen in Sweden, to the Polish preschool model. The findings showed, that the participants did not recognize Polish preschool system as democratic. What is more, the interviewees are not satisfied with the form of their preschool documentation. However, the interviews showed, that even though the teachers see value in pedagogical documentation, they do not see this approach as the appropriate one to adapt to Poland, due to the system malfunctions and reluctant co-workers. Lastly, the study shows that more research is needed to examine the relationship between documentation practices and the promotion and maintenance of democratic practices in preschool internationally, as well as suggests some changes in order to improve Polish documentation practices.

Key words: Sweden, Poland, preschool documentation, pedagogical documentation, Reggio Emilia, democracy in preschool

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1. Introduction

According to the Swedish preschool curriculum, teachers should regularly and systematically document, follow-up and analyze each child's learning and development, while involving both parents and children in the documentation process (Skolverket, 2011). However, the curriculum does not specify how exactly teachers should produce and use the documentation, which gives preschools freedom in choosing formats that are suitable for the local context. Given that Swedish preschools use various forms and practices of documentation, it is not correct to generalize one process as "the Swedish process of documentation". Varied multi-documentation is being used all over the country and teachers tend to switch between different forms, one of which is pedagogical documentation (Vallberg-Roth, 2012).

Certainly, international documentation practices in preschools rarely resemble those developed in Sweden. The forms and practices of documentation employed in Polish preschools tend to be focused on assessment and preparation for school. The Polish Ministry of Education creates laws, acts and statutes that provide all preschools in the country with guidelines about many preschool practices, including how to produce the documentation. Polish preschool documentation is more standardized than the Swedish model of documentation, because even though the Polish preschool curriculum does not specify the way of documenting, there are laws that tell teachers what should be included in preschool files. Due to the standardization in Poland, teachers face many problems in enacting the documentation process, one of them being a lack of time to fill out all the forms provided for them.

Sweden is seen as a world leader in preschool provision (Samuelsson & Sheridan, 2009). The country's Early Childhood Education and Care (ECEC) system has changed greatly over the years and a lot of hard work and research was put into these improvements in order to achieve the current state. One aspect of the Swedish system that makes Sweden stand out is the approach to childhood and seeing a child as a competent human being. One of the important tasks delivered by the preschool is to actively and consciously influence and stimulate children into developing their understanding of shared democratic values, as well as to ensure that each child's needs are respected, and they are given opportunities to experience their own intrinsic value (Skolverket, 2011). Documentation is a key practice for both recognizing and working with the child as a competent co-participant, as well as with parents and teachers in the

preschool. What makes the Swedish documentation unique is the goal of it, which is reflection over pedagogical practices and research on children's learning, as well as a holistic view of the child and social pedagogy, which is what Swedish ECEC is based on. In contrast, Polish documentation practice focuses on readiness for school, which makes all the paperwork target goals to achieve in order to prepare a child for the compulsory education.

Being mindful of the said differences, the question to ask here is if pedagogical documentation, being an open-ended, participatory approach, can be adopted and adapted in the Polish context of ECEC, where the dominant approach to documentation is quite standardized and quantitatively oriented. This thesis studies Polish preschool teachers' view on their own documentation practices and examines their potential need for change. In the remainder of this paper, research aims and questions presented in separate sections are examined. Relevant previous studies and articles containing facts about Polish and Swedish preschool documentation system are presented in the background. The findings are presented in the following sections. They feature the extracts from interviews with Polish preschool teachers, who talk about their everyday documentation practices, their understandings of democracy in preschool, as well as their understanding of pedagogical documentation and the possibility of adapting it to Polish preschool provision. In interviews teachers were asked to share their impression of pedagogical documentation and the possibility of adapting it to their own contexts. I conclude by examining the implications of this research for documentation practices in Polish preschool provision.

2. Background.

In this section, the explanation of documentation practices in Swedish preschools is provided. Furthermore, Polish preschool documentation practice is explained. Finally, the issues of democracy, teachers' restrictions and how it is reflected in the two countries are discussed.

2.1. Documentation practices in Sweden

The Swedish Preschool Curriculum is a framework that each preschool is obliged to follow. It serves as guidelines rather than a to-do list, which makes it adaptable to the local context of many parts of the country. The curriculum attaches significance to

documenting children's learning processes. In the section 2.6 "Follow-up, evaluation and development" it says that teachers are required to regularly and systematically document each child's learning process (Skolverket, 2011). This means that each teacher has to make some kind of documentation, however, the curriculum does not specify exactly how a teacher should do that. Therefore, there is no single approach to documentation in Sweden. Many Swedish preschools mix and match different documentation strategies. Vallberg-Roth (2012) talks about the Swedish process of mixing documenting styles and calls it "multi-documentation". One of the approaches to documentation in Sweden is pedagogical documentation.

2.1.1. Pedagogical documentation

Pedagogical documentation is an approach to documentation, which originated in the philosophy and pedagogy of Reggio Emilia and is used to allow children, teachers and parents all together to learn about children's learning. It is usually a part of Reggio Emilia-inspired preschools. As a matter of fact, it is also referred to as "Reggio Emilia-inspired documentation," (Elfström Pettersson, 2017). However, a lot of other preschools, that do not characterize themselves as "Reggio Emilia-inspired" tend to use pedagogical documentation, or an altered version, inspired by pedagogical documentation. This type of documentation is based on a pedagogy of listening, that allows teachers to communicate with children in many different ways. "Reggio Emilia-inspired pedagogical documentation focuses on reflection and challenges prevalent views on children, teachers and pedagogical practice," (Elfström Pettersson, 2017, p. 11). As mentioned by the author, the goal of pedagogical documentation is reflecting upon the whole preschool practice, and that includes teachers, children and parents all together, since all of them create their preschool environment and are a part of it. The assumption of pedagogical documentation includes an active parental involvement. Moreover, it presumes communicating with children not only by verbal expression, but in many different ways, including art, music, etc. (Edwards, et al. 1998; Dahlberg, Moss & Pence, 2013). This technique also includes learning about new ways of adult-child communication, not only by teachers, but also by parents.

2.1.2. "Pedagogical documentation", not "child observation"

Pedagogical documentation is a tool for teachers to enable them to make a meaning, so give teaching and learning a purpose more than just fulfilling the goals and reflect on

their own pedagogy. This type of documentation is not “child observation”, because it is not about assessing the child (Dahlberg, Moss & Pence, 2013). It is about trying to observe, reflect on and understand pedagogical work and child competences.

“Pedagogical documentation is a process of visualization, but what we document does not represent a true reality any more than claims about the social and natural world represent a true reality – it is a social construction, where pedagogues, through what they select as valuable to document are also participative co-constructors. Meaning does not come from seeing or observation alone,” (Dahlberg, Moss & Pence, 2013, p. 155).

Documentation is meant to be a process of communication between a teacher/pedagogue and a child. Observation might be included in documentation, but it is only a part of it, not the essence. Documentation should be used as a tool to reflect on pedagogical practice, relationships and co-operation, and nurture relationships within it. It is created to help with communication on many different levels, communication through one hundred languages (Dahlberg, Moss & Pence, 2013; Moss, 2007).

Knowing the above about the Swedish pedagogical documentation, or Reggio Emilia-inspired documentation, one can make a claim that creating such a way of documenting preschool practices is a difficult and complicated process. Pedagogical documentation is a complex issue rather than a simple, see-through tool. Not only does it require keeping physical documentation in-tact, but also creating environment such as classroom corners and activity tables, where all different ways of expression are available to the child in order to maintain meaningful communication flow. That being said, there would be many challenges while trying to incorporate such documentation practice into a different context.

2.1.3. Pedagogical documentation as a formative assessment technique

Pedagogical documentation as a formative assessment technique is an interesting example of adjusting a very open way of documenting into a more structured approach. Formative assessment is formal and informal procedures used together by teachers in order to change and improve the learning and teaching process. It is important for this study, because Poland has a strongly structured way of documenting preschool practices, therefore trying to change them rapidly to this very open approach would be

inappropriate and unrealistic. However, mixing pedagogical documentation with formative assessment can help open Polish teachers' minds and propose a different, more suitable solution.

Buldu (2010) in his study investigated pedagogical documentation as a formative assessment technique put into United Arab Emirates (UAE) context, where this type of documentation is not being used. In the conclusion to the research, Buldu (2010) shows three major findings: first, that they suggest pedagogical documentation promoting meaningful dialogue between children and teachers; second, it gives teachers opportunities to share ideas in order to gain a deeper and appreciation of children's learning and development; third, it encourages dialogue between all participants, that is teachers, parents and children. The results of the study show a possibility for pedagogical documentation to substitute for traditional assessment techniques, that might not suit a diverse preschool context. It requires adjustments, funding and participation of all three parties (parents, children and teachers), but if introduced properly and carefully, can be a good alternative that helps children, teachers and parents understand learning and teaching better.

It means that, with appropriate adjustments and co-operation of teachers and administrators of preschools of a different context, it would be possible to introduce pedagogical documentation in a different country's preschool provision. In the case of Poland, which uses more standardized approach to preschool documentation, being able to apply pedagogical documentation as a formative assessment might be a key to incorporating such approach to that context, since the goal of preschools in the country is mainly preparation for school.

2.2. Documentation in Poland

Documenting in Polish educational practice tends to be retrospective and is used to verify, control, and assess the quality of a child's and teacher's work (Maj, 2013). The content tends to be put down on a piece of paper, mostly kept in tables and schedules, and put into archives with no reflection, whatsoever. It highlights the possibility that Polish preschool documentation practices may not actually help to improve the quality and pedagogical practices in preschool. This has led to Polish preschool educators having mostly negative connotations with the word "documentation" and with the practice itself (Maj, 2013).

Polish preschool documentation practices include documents such as: a register containing children's attendance list, personal data or everyday classroom event record; children's individual diagnosis done usually two to three times a year; teacher reports from different meetings; teacher-parent emails; weekly and monthly work plans, where teachers write down activities planned ahead according to weekly topic provided by inner curriculum; and more. The mentioned pieces of documentation apply to all teachers in both public and private preschools. However, the above concern average classrooms, excluding children with certain disorders, to whom more of individual documentation applies.

2.3. Democracy

Democracy plays an important role in Swedish preschools, as the curriculum puts a great focus on this value. It describes democracy as the foundation of the preschool (Skolverket, 2011). By democratic participation, children and adults can both take part in shaping decisions affecting themselves, their groups and the wider society (Moss, 2007). Skolverket (2011), explains, that the preschool should strive for values, like openness, respect, solidarity and responsibility in order to ensure a democratic upbringing (p. 8). In this understanding, democracy as a value could be defined as a means to creating a cooperative community where all members are involved in decision making and creating the surrounding environment. Therefore, the important part of the Swedish preschool is respect and inclusion of every member of the preschool society, which means active involvement of teachers, children, and parents. By using pedagogical documentation, Swedish preschools incorporate those values mentioned in the curriculum into everyday life of the school by choosing their teaching methods, listening to children's interest and allowing them to pursue their learning using different means of communication, such as painting, sculpting, music, photography, nature, etc. These different means of communication used by children are in Reggio Emilia approach called one hundred languages (Edwards, et al. 1998; Dahlberg, Moss & Pence, 2013; Moss, 2007). This multipurpose tool that pedagogical documentation is allows members of the society to be involved and take an active part in the life of the preschool, by facilitating child-oriented activities incorporation and giving a child his/her democratic voice.

As a Polish preschool teacher, I have come to see democracy in a very different way. In Poland, it is difficult to talk about democracy in ECEC environment. "If democracy involves having the possibility to actively create the world in which one lives,

this is still typically not what children, teachers, and parents currently experience in preschools,” (Gawlicz, 2017, p. 423). The author of this quote calls on a recent Polish study that shows a wary approach of adults to children’s independent and democratic decisions because of the children’s age and lack of competences. What is more, teachers who try to work democratically feel as though they have no autonomy and their practices are frowned-upon (Gawlicz, 2017). A lot of the Polish mindset comes from the history of the country that survived two World Wars and communism, when democracy was the main thing to fight for. What is more, after World War II pedagogical practice in some European countries, including Poland, was under the influence of Soviet pedagogy, therefore any developments in the ECEC field tend to be opposed to democracy (Waloszek, 2006; Gawlicz, 2017). Democracy in Poland means: a system in government, rather than a value.

In this thesis, by interviewing certain Polish preschool teachers, I will try to discover their current definition of democracy in ECEC and whether they think that it does or does not occur within Polish preschool practice. This issue is very important considering that the thesis focuses on pedagogical documentation, which gives children their voice. Therefore, democracy is a key point to consider while introducing pedagogical documentation to the Polish system and the Polish teachers.

2.4. Teachers’ restriction vs. democracy in preschool

The interest of this study lays on the pedagogical documentation practice in relation to two key concepts: teachers’ restriction, here defined as restrictions created by faulty documentation system; and democracy. Both countries, Sweden and Poland, consider documentation important in ECEC institutions. While one seems to be more free and open compared to the other, more standardized one, it leaves no doubt that neither in Sweden nor in Poland preschools exist without documentation.

One of the restrictions for Polish preschool teachers is the goal of Polish documentation, that is assessment. Assessment of children’s learning as well as assessment of teachers’ work. While assessment itself is not a negative part of documentation, it gets troubling when put on the pedestal. Even though the curriculum, acts or statues do not specify or give the exact form to use by teachers and principals, templates are broadly used all over the country. Most of them are provided by publishing houses that are in charge of creating coursebooks, teachers’ books and other teaching materials. These forms are meant to be used by preschool teachers in order to only

capture daily observations made of what has taken place in the preschool. The problem about them is that they are highly generalized to the point, that it makes it more difficult to assess each child, because each child is different. What is more, these templates do not allow children's voice in them, which contradicts the idea of democracy. These templates limit the assessment to only the teacher's perspective. Moreover, this perspective is quite narrow, because it is restricted to teachers filling out pre-given tables. Polish ECEC does not promote democratic values, nor are its documentation practices democratic.

In Sweden, preschools by law are required to create democratic preschools. As a part of the preschool practices, this means that documentation must also be democratic and be inclusive of different individual voices. In the case of pedagogical documentation, this approach allows children to decide on their own learning, by which it is giving them their voice and puts them in the role of protagonists. What is more, it allows teachers to help children have their own say in what is happening in the life of preschool. Democracy is strongly connected to pedagogical documentation. The latter should not exist without democracy. It may suggest that the issues of democracy and restriction define the differences between documentation in the two countries.

Since a lot of teachers do feel restricted by documentation practices in Poland, something should change in order to give everyone their voice back. This study will examine the possibility of introducing pedagogical documentation to Polish preschools with a tight connection to democracy, which seems to be vague in this particular context.

3. Research Aims/Questions

3.1. Research Aims

The aim of this study is to examine Polish preschool teachers' understandings of preschool democracy and Reggio Emilia-inspired pedagogical documentation. The thesis engages in a dialogue with Polish preschool teachers in order to see how they, as the main subjects using preschool documentation, understand what pedagogical documentation is and whether it is a good alternative to the current documentation system in Poland. Another purpose of this study is to contribute to knowledge about Polish preschool documentation system as well as to examine Polish preschool teachers' reflections upon it.

3.2. Research Questions

The study will focus on the following research questions:

1. What are Polish teachers' attitudes towards their own preschool documentation system?
2. How do Polish teachers understand the term "democracy in preschool"?
3. From the perspective of Polish preschool teachers, can they anticipate any challenges to incorporating pedagogical documentation to Polish preschools, and if so, what are they?

4. Methods

In this qualitative study perspectives and attitudes of Polish preschool teachers in regard to Polish and Swedish documentation practices were examined. Semi-structured interviews with Polish preschool teachers have been conducted and the data collected has been analyzed.

4.1. Participants

Three preschool teachers and one preschool principal (a former preschool teacher) were interviewed. Each of them has different experience in how long they have been working as preschool teachers. All of them are currently working with some kind of preschool documentation. The principal is currently working with *administrative documentation*, which consists of, for example contracts with parents, children's admission, inner preschool curricula, teachers' reports, children's diagnoses, and so on. Even though it is not the focus of the study, the principal has years of experience in working with teacher preschool documentation, and she is the one responsible for supervision of such documentation right now. Table 1 shows information about participants gathered during the interviews.

Table 1.

Information about participants

Participants	Position in preschool	Work experience	Age group	Teacher-child ratio	Public/private preschool
T1	Principal/former teacher	9 years	3-6 year-olds (as a teacher)	1-2 teachers per group (~20 children)	Private
T2	Teacher	2 years	3-6 year-olds	2 teachers per group (25 children)	Public (current)/Private (former)
T3	Teacher	7 years	3-6 year-olds	2 teachers per group (~23 children)	Public (current)/Private (former)
T4	Teacher	6 years	4-6 year-olds	2 teachers per group	Public (current)/Private day care facility* (former)

*This particular facility was functioning like a regular preschool but was registered as day care.

Names of the participants have been anonymized, therefore in the study, they were referred to as T1, T2, T3 and T4, respectively.

4.2. Documentation methods

Semi-structured interviews. The study was conducted based on individual, semi-structured interviews (Mukherji & Albon, 2018) with Polish teachers and a principal. The interviews served as data collection, that was later analyzed. During the interviews the teachers were asked questions on the way they make preschool documentation as well as their understanding of what pedagogical documentation is. An open interview guide was created in order to conduct interviews (Appendix 1). Before the interview, each teacher provided consent to participate in the research using the form in Appendix 2. The teachers we also provided with introductory information in Polish, which was used later as stimulus material during interviews, consisting of: a short description of Swedish documentation practices, an extract from the 2.6 section of the Swedish Preschool Curriculum, an explanation of Reggio Emilia, the role of the child in the said approach, and some general information about pedagogical documentation (Appendix 3). The reason for using the material was that in order to have productive conversations with the participants, they had to have basic knowledge on what the use of Reggio Emilia-inspired pedagogical documentation looks like. From my experience as a Polish preschool

teacher, I have never heard of this approach before, therefore I had to assume, that the participants had little to no knowledge about the topic. The interviews were conducted in Polish over a video chat application. All of the interviews were audio recorded and transcribed. Parts needed for analysis in the text were translated by the student researcher herself.

4.3. Data analysis

Thematic analysis and narrative analysis were used to analyze the data from this study. During interviews, questions were asked that elicited the participants' perspectives and examples from their experience regarding Polish preschool documentation and Reggio Emilia-inspired pedagogical documentation. The interview transcripts were read multiple times to find similarities and differences between them. Then, sections of the transcripts were coded into themes that emerged from the data, which are: *1) the importance of documentation in Polish preschool provision; 2) the amount of formality as an obstacle in Polish preschool provision; 3) the need for change; 4) non-democratic preschool system in Poland; 5) pedagogical documentation – problems with applicability to Polish preschool system*; and categorized. Later, themes and relationships were identified among the coded material (Mukherji & Albon, 2018). All of the themes were identified in correspondence to the research questions.

Through this thesis, I am interested in seeing what the Polish teachers' perspectives reveal about the degree to which the Polish preschool provision is oriented towards *readiness for school* vs a *social pedagogical* curricular orientation which appears in Sweden. I am curious about the participants' understanding and opinion about the latter in comparison to the Polish preschool curriculum.

4.4. Ethical guidelines

The participants were informed about the study and consent to participate and to being audio-recorded during the interview (See appendix 2). They were informed that the interviews are anonymized. The participants were also informed, that the participation in the research is voluntary, as well as that they can withdraw from the research at any time. Also, by signing the consent form they agreed for their data to be used only for research purposes and were ensured that any information about them would be stored securely to prevent theft and loss of privacy.

4.5. Validity, reliability, generalizability statement

The transcripts were not read or validated by anyone else but the student researcher. This may result in lowering the validity, reliability and generalizability of the study due to the fact that nobody was able to confirm the information that were brought up in the thesis. Moreover, extracts from the conducted interviews used in the thesis were translated by the student researcher herself, since they were conducted in the Polish language. The translations were not validated by anyone, therefore differences in interpretation of the text may occur. As a small case study, only four teachers from one voivodeship (*province*) in Poland were interviewed. This means that the results of the study cannot be generalized as nation-wide, because all of the participants come from a South-Western region of Poland, which makes generalizability of the study low (Mukherji & Albon, 2018).

5. Findings

The aim of this study was to characterize Polish preschool teachers' understandings and attitudes towards Polish documentation, preschool democracy and pedagogical documentation, and to examine possibilities of incorporating the latter into Polish preschool provision. The data gathered is presented in text below, that has been divided into sections based on themes that emerged during data analysis.

5.1. Documentation in Polish preschool provision

The first research question is “what are Polish teachers' attitudes towards their own preschool documentation system?” In the interviews conducted with four Polish preschool teachers, three corresponding themes emerged, namely 1) *the importance of documentation in Polish preschool provision*, 2) *the amount of formality as an obstacle in Polish preschool provision* and 3) *the need for change*. These are addressed in the following subsections.

5.1.1. The importance of documentation in Polish preschool provision

The findings show, that all of the participants have a critical view on the Polish preschool documentation they have to work with. Generally, they agree, that preschool documentation is not only necessary, but also useful in everyday work situations, for

example T3 mentions, that filling out the register is useful, when classroom teacher gets sick and a substitute teacher comes:

Generally, documentation is necessary when a teacher goes on a sick leave so, I don't know... is in an accident, then a certain teacher can come and, having the core curriculum and the inner curriculum for the specific group, she can check, not stand still (with teaching), right? So this is why there is documentation, because when I come in to the teacher's group, or, well, to the classroom where I am for the first time, I look in the register, I see that this chapter is taken, this chapter is taken, I can... see quickly in what stage, or which topic should be taken for the kids. So it is needed for...
controlling the acquired knowledge... (T3)

What is worth mentioning in an explanation to the quotation and which applies to all the comments in this thesis is that Polish preschool curriculum focuses on preparation for school. It means, that there are specific topics and subjects that have to be covered within a school year (the period of ten months starting in September and ending in June). Inner preschool curricula can differ, however the amount of knowledge expected to be acquired by the end of a school year is so large, that the plans in the common curricula provided by publishing houses assign topics weekly for the period of ten months. Teachers do not have to use the provided curricula, still they serve as a good framework to base on while preparing classes.

What is more, the participants underline the importance of teacher-parent communication, and mention that there is some documentation that is supposed to help to gather information about the child in order to make it easier to pass it on to the children's parents.

5.1.2. The amount of formality as an obstacle in Polish preschool provision

Polish preschool documentation is a broad term referring to all the documentation practices in the mentioned country, that take place within the preschool environment. It includes but is not limited to *administrative documentation*, for example employer-employee contracts, children's admission contracts between preschool and parents, safety requirements approvals, and more; and *teachers' preschool documentation*, containing

documentation used for education, like registers and diagnoses or for care, like card of child's daily stay or accidents book.

Findings of the present research show that none of the participants are fully satisfied with the documentation system used in their preschool, saying among other, that there is too much of it, requires meaningless rewriting and takes too much time that could be spent with children instead. That being said, even though requirements regulated by acts and statues given by the Polish Ministry of Education provide some information as to what should be archived within the preschool files, they do not specify how and in what amount the said paperwork should be delivered. Therefore, some preschool teachers, depending on the region and the preschool itself as well as the principal being in charge, have more or less paperwork to carry out than others. In Table 2, documentation described and used by themselves at work by all four participants is presented.

Table 2.

Documentation used by participants

Participants	T1	T2	T3	T4
Types of documentation				
Register	x	x	x	
Card of child's daily stay***	x			
Accidents book	x			
Weekly work plan	x		x	x
Monthly work plan			x	
Child observation sheet/Diagnosis	x	x	x	x
National Preschool Curriculum	x		x	x
Teacher's attendance list		x		
Art projects	x		x	x
Fieldtrip sheet/list		x	x	x
Competition application sheet			x	
IPET*			x	
Child observation sheet (with disorder)	x		x	x
Children's activity pages	x		x	
Teacher's individual register			x	
Reports		x	x	x
Information about a child				x
Overtime application sheet				x
Menu				x
Electronic register				x
Written post-class visit report				x
Information about a child for a PPC**	x		x	x
Holiday application sheet				x
Inner curriculum	x		x	
Disturbed child's individual register			x	x
E-mails to parents				x
Total: 27	11	5	16	16

*IPET – Individualized Education Program and Support Plan

** PPC – Psychological-Pedagogical Clinic

NOTE: The above have been mentioned by the participants during interviews and put down by the student researcher, however each teacher might have more documentation to carry out, which they did not mention during interview for some reason.

The table above presents various pieces of documentation managed by the interviewed teachers. The data demonstrates how varied, even though regulated by the same laws and acts, the documentation can be across preschools in Poland. As one can notice, all of the teachers have a large workload, however T3 and T4 have significantly more documentation than T1 and T2. When compared to the teachers' background information presented in Table 1, it can be noticed, that T2, T3 and T4 currently work at a public preschool in contrast to T1 working at a private one. It can be observed, that public preschools tend to have more documentation to collect than private ones led by a private individual. T2, however, works for a public preschool, but has the least documentation workload of all the teachers interviewed. In this case, T2 herself admits that her preschool is unusual:

When I was working in (*the town name*) I only filled out register. The register of preschool curricular classes and, I'm saying that when I moved to (*other city name*) now, we really do not have more documentation, even girls who come (*to work*) here are surprised, that we have so little paperwork. (T2)

What is more, the table was created based on what the teachers said in the interviews. It is possible, that the teachers forgot to mention some pieces of documentation, that they do not use every day. For example, e-mail contact with parents is a common practice among preschools and schools in Poland, which makes it highly probable, that all of the participants use this means of communication, but do not recognize it as documentation, hence they did not mention it in the interview. Some of the interviewees might not have special needs children in their groups, which results in having less documentation than a teacher with a child/children with disorders in their preschool group. All of this documentation is required from the participants by their principals, but since it is so varied among the preschools, the teachers were asked what they think the goals of the said documentation are.

5.1.3. The need for change

During interviews the participants mentioned how important documentation is for preschool. However, when asked about the goals of preschool teachers' documentation, the participants' first answers were more or less the same, that they are obliged to do that. What emerged from the rest of the conversations is that the repetitive part of documentation that only serves the School Inspectorate is the one that needs changes.

... I mean, the goal is that... mmm... for sure we are obliged by supervisory body. The supervisory body is the School Inspectorate and it is, let's say one of the goals, because the Inspectorate has to check if we act in accordance to the core curriculum, if the child... yyy... really fulfills the whole scope from the core curriculum, if it is all kind of... eee... conducted and if the child receives this way their proper education. (T1)

This teacher's response shows that the first thing coming to her mind when asked about goals of the documentation is actually inspection. T4's answer was very similar, as she first described the goal to be a "backup for the School Inspectorate", meaning that in case there is an inspection, the documents have to be all in place. T2's answer was slightly different since she did not mention the School Inspectorate at all. She underlined the "saving" importance of documentation, that is when an accident happens in preschool it would be easily checked who was supervising the child at that moment.

The participants then start listing other goals they think are relevant other than the inspection, such as comparison of child's development using diagnoses, facilitating in teaching process, providing parents with information about their children, gaining control over planning educational processes, individualization in classroom, or ensuring the correct functioning of the school (preschool). When these responses seem to have rather positive connotations, one teacher also mentioned some goals, that according to her were meaningless, or though the goals themselves were not so useless as the means to achieve these goals were much so. She said:

... generally I think, that documentation in school is necessary (...) it is important to document the children's achievements, and the school's as well, that is taking part in competitions, but not necessarily in a form of reports, but maybe like this and this competition took place, mention it, put a date, put down in a book or wherever, because... so that it is there.

However, all of those registers and reports, that are pointless one month after and are unnecessary. (T3)

The citation above shows that documentation is sometimes seen as an overthought process, in the way that while trying to introduce improvements and simplifications, the Ministry of Education ends up making the process more complicated instead, while it could be simplified without changing the whole system necessarily. What is more, the quotation suggests that teachers do consider documentation and what is documented important in the Polish preschool environment. Moreover, the teacher suggested several changes to the system in general, such as modification of reports and some forms, reducing the amount of repetitive documentation to minimum or creating individual register for each child to keep track of their individual learning.

What is interesting about all of the teachers' answers show that the amount of group documentation is much broader in comparison to individual documentation of children. What has been communicated by the participants is that, since they have to spend a significant amount of time focusing on group documentation and there is very little time left to work on the individual part of it.

The analysis shows Polish preschool teachers' critical opinion. When asked if they are satisfied with the documentation system they have in their preschools, words and phrases such as "no", "absolutely not", or even "it's a bit of a sham" are used. Strong words like these shed a negative light on documentation practices in that country, especially when used by the people who use them on a regular basis. The reason for it being, what seems to be a burden is, amongst others, repetitiveness of forms needed to be filled out. Interviewees stress the need of such forms as plain information of "what has been done" during the day in preschool, quite literally, such as "the children had lunch, went outside, went for a walk, had a snack, read a book, saw an animal". This type of information, as the teachers said, brings nothing constructive to the teaching and learning processes, but only takes away the precious time that could be spent with the children instead.

The interviewees emphasize, however, that parents get more and more demanding, especially within high class areas or in profiled preschools (e.g. Montessori), and that is because such preschools are usually extremely expensive (prices going up the level of an average Polish monthly salary). This makes parents feel entitled to say "I pay, I demand" while treating preschool as a company, where preschool is a provider and

parent is a client. Therefore, quite specific information about children should be gathered by the teachers in order to satisfy “the clients”.

5.2. Adaptation of pedagogical documentation to Polish preschools

The data collected during interviews show slight differences in opinion of Polish preschool teachers in both, possibility and willingness to adapt pedagogical documentation to the Polish preschool system. While T1 and T2 are quite supportive of the idea of adaptation of pedagogical documentation, T3 and T4 are not so sure about this particular approach being appropriate, wanted or even possible to adapt into Polish preschool provision. The following sections provide findings connected to democracy in Polish preschools as well as the obstacles occurring around adapting pedagogical documentation into Polish preschools system, the following findings relate to the two remaining research questions: how do Polish preschool teachers understand the term “democracy in preschool”; and from the perspective of Polish preschool teachers, can they anticipate any challenges to incorporating pedagogical documentation to Polish preschools, and if so, what are they?

5.2.1. Non-democratic preschool system in Poland

Polish preschool system differs greatly from the one existing in Sweden. The information gathered from interviews confirm that Polish preschools are not democratic, at least not in the same way as they are in Sweden.

There is no democratic preschool system in Poland in the same understanding as is in Sweden or Reggio Emilia, however in some preschools run by people more, like aware also, including those who have knowledge in that area of interest, I think, that those elements are introduced. (T1)

T1 clearly states her opinion about democracy in Polish preschools by comparing Polish system to Swedish or Reggio Emilia. She makes a point about differences occurring between public and private preschools in Poland by saying that: “private preschools, due to the fact that they are created by people with passion and are created by teachers also, who look for new work methods, innovative (...) have democratic elements. They are not democratic, but they have democratic components”. The participant agrees with the fact

that even though some preschools might include democratic parts within their provision, the Polish preschool system and the Polish preschool curriculum do not suggest democracy in any shape or form.

T3, when asked about democracy in preschool first interpreted the definition of democracy as a political system, which resulted in her being quite hesitant about the idea. After providing some more information to the participant on how democracy in preschool is seen from the Swedish and Reggio Emilia perspective and clarifying the issue, T3 stated, that she does not think of Polish preschools as non-democratic, however it does depend on the teacher. She similarly mentioned that the system does not imply such form within preschool provision, at the same time giving it a reason that the existing system aims into mastering the knowledge and obtaining the range of useful education and skills, which means there is no space for democratic choices for children.

Asked about the same issue, T4's first reaction had certainly negative connotations, as she explained later, because of her background. She strongly associates preschool democracy with demanding parents and the stress-less upbringing method, which is wrongly interpreted by the parents as always giving the child what he or she wants, not saying no and putting the child in charge at all times.

T4: Democracy in preschool. Generally, for me it has a connotation, I don't know, maybe because of my job in a Montessori preschool, I have a bit of a negative connotation. That parents go over the line and for them there are no boundaries. I do not understand that as "no boundaries", but...

Interviewer: You say parents, so... you mean, that a parent is included in that democracy, or what? Can you elaborate?

T4: No... I mean... well... democracy is understood by them as no boundaries for the child. (...) Just like there are those democratic schools*, right? I had two girls (*students*) who went to a democratic school from that Montessori preschool, and... even conversations with those parents... you could hear totally different beliefs**, right?

**schools based on A.S. Neill's philosophy*

***beliefs that are different than those of the teachers or other parents in that preschool*

Having the experience of working for a private Montessori preschool, as she said, resulted in dealing with a very specific, high class environment, because of how

expensive private profiled preschools like Montessori are. From the conversation with T4, it came out that high class parents like those mentioned above tend to interpret methods their own way while demanding from teachers' certain behaviors.

Interestingly, T2 was not able to give any definition of what she understood of the phrase "democracy in preschool". After a couple of helping questions, she asked to move on to other issues, therefore abandoning the matter fully. This shows how unpopular the idea of preschool democracy is in Poland.

The participants mention the phenomenon of making companies out of preschools. Connecting democratic system in preschool to the aspect of preschools as companies with parents as their clients, the latter violates the idea of democracy for one simple reason – preschool that is being dictated by parents demanding heavy education abandons the idea of democracy most of the times. T1 gives an example of it while talking about the amount of extra-curricular activities that her preschool provides. She calls on parents making preschools "a little Oxford", putting school-like education model on the pedestal. She underlines, that most of the teachers do not agree completely with a model like this and believe that preschool is not yet school and should give children possibility to have a childhood. However, they have to follow instructions given to them by principals, who are being pressured by parents to keep doing more and more in the school-like manner.

5.2.2. Pedagogical documentation – problems with applicability to Polish preschool system

The data that emerged during interviews about possibilities of adapting pedagogical documentation to the Polish preschool system show that Polish preschool teachers, even though they see the need for change in Polish preschool documentation system, are hesitant about whether pedagogical documentation is the right choice for a change in this particular country. When asked about their own willingness to work with such documentation, all of the participants were in favor of the system. The attitudes changed when the topic shifted to applying pedagogical documentation to all Polish preschools, not just the teachers' classrooms. Only one out of four participants answered that it would be possible to adapt pedagogical documentation into the Polish preschool documentation system. Three out of four (including the one in favor) stated that it would require committed teachers or "the right person in the right position" to put the idea into practice.

Another obstacle that was brought up in the interviews was teacher-child ratio. In Poland, the usual practice in preschool is to have two people working with the children at the same time, as well as to assign two teachers to one group of children. However, teachers take different shifts, one teacher having a morning shift while the other an afternoon shift. Each teacher should have a helper/assistant working with them on their shift. However, assistants do not work with documentation, which leaves only one person documenting preschool activities during one shift. This results in one teacher documenting the work of an average of twenty children.

Interviewer: Do you think it would be possible to somehow adapt that system, in any shape or form, but not necessarily the same one, but in any form to Polish preschools?

T3: No. For one eas... simple reason, obvious, the child-teacher ratio. (...) Here, there is one teacher per twenty-five children, and that is one undisputable, yyy... point that would prevent such... freedom. Just like we have those Facebook pages, we upload pictures. It is documentation, I can write that today these are my masters of cutting (with scissors), Ala made progress, but I cannot let to restrict myself only to that documentation, because I also have to fill out documents for the Inspectorate (...) and at that time children might, I don't know... get in a fight or spill something, or something, there's always something going on, so... ee... because of the number of children per teacher, unfortunately, it is difficult to do.

What is more, this teacher presents other difficulties she sees that rule against applicability of pedagogical documentation, such as cultural and moral/custom differences, or the need of preparation for school. The latter talks about the fact, that Polish schooling system sets the bar very high even for the first years of compulsory school, as well as demands from children sitting-still for long periods of time, which they normally get gradually prepared for starting in preschool. In order to prepare children for such demands, teachers use documentation methods like those mentioned in Table 2, including art projects or activity pages.

T4, when asked about this issue stated, quite similarly to T2, that it depends on people/other teachers if they would like to pursue this particular track of documentation system. She said that it might not be suitable for everyone, because it is a

very specific way of documenting and is quite different from the one the Polish preschool teachers currently use. T2 was very enthusiastic about the system, which she has never heard of before, however she was not convinced that any of her co-workers would be willing to take part in such a change.

The most positive answer to this question was provided by T1, who is currently a principal of a private preschool. Having knowledge about particular policies and act that create the whole documentation system in preschools across the country, she claimed that it is possible to adapt such system to the Polish preschool provision. She highlighted, though, that it does depend strongly on teachers:

Whether it's Sweden, or Italy, or France, or Germany, or Poland, if there is an educational establishment, where everyone is focused on child's best interest, suddenly tools appear, like the ones from pedagogical documentation, which make other tools appear, many of them and they are used. (...) So again, there is the issue of people's approach (T1).

This quotation shows yet another example of people's, or here other teachers' attitudes towards child's best interest. What the teachers are saying is that caring teachers use pedagogical documentation tools anyway, just informally. T4 says that even though it is not demanded from her, she takes daily notes of children's achievements and interests, because this helps her with seeing the children's development.

6. Discussion

Knowing that both countries, Sweden and Poland, consider preschool documentation highly important in preschool provision, it can be claimed that the system of such high importance is supposed to be of the greatest standards possible. What is more, teachers, as the main people working with such documentation, should be content with it. The reflections of Polish preschool teachers upon their own documentation system, as well as upon pedagogical documentation and democracy in preschool were examined using semi-structured interviews and, later on, thematic and narrative analysis. The study found that Polish preschool teachers are fairly critical of their own documentation system in preschools, seeing the need for change.

Generally, the participants agreed, that documentation is an important aspect of preschool in Poland. They consider it useful and necessary for varied reasons, such as to help in case of an accident or if a teacher goes on a sick leave and someone has to substitute for that teacher. The profession of substitute teacher does not really exist in Poland. A teacher going on a sick leave usually means another teacher working more, substituting for them in another group, or handling two groups at the same time. This is where documentation comes in handy in order to keep track of what is going on. However, the participants expressed their dissatisfaction about the form and the amount of said documentation.

One of the topics of particular interest that emerged during the interviews was *the amount of formality as an obstacle in Polish preschool provision*. This theme came out naturally and the interviewees, particularly T1 and T3 seemed to be quite upset about the documentation overload occurring in their preschools. These emotions were provoked in relation to the amount of time taken away from the teachers in order to fill out documentation they find meaningless to some extent. Maj (2013) underlines the communication aspect of documentation which makes the process of learning visible to other people. Polish preschool documentation somehow is lacking this aspect and focuses on strict evaluation of not only children's learning and knowledge, but also teacher's performance. The lack of the communication aspect with connection to the aspect of *parent as a client* in preschool creates even more circumstances of depriving the child of their role as *a co-participant* in the learning process, which furthermore violates the value of democracy in preschool.

The interviewees expressed their need for change in the Polish preschool documentation system. Among all, they talked about problems with individual documentation in Polish preschools, which brings to the discussion of the importance of both, individual and group documentation. Criticizing the uneven treatment of documentation in the Polish system, the participants, when asked about their opinion on pedagogical documentation mentioned that this variant is good, but on the other hand also too individual. Even though it was previously said that the participants' opinions expressed the lack of individual documentation over group documentation, T3 said that in her opinion focusing each day on one child and forcing yourself to write something about him/her is too individual and unnecessary. This shows an interesting finding, which is a different understanding of what pedagogical documentation exactly is. The goal of documenting is capturing with photographs, video recordings and other varied

pictures the essence of individual as well as group learning processes (Maj, 2013). It means that the system brings attention to both, individual as well as group documentation since the focus is on community building. Also, pedagogical documentation does not force teachers to write down observations every single day. Most of the individual documentation in Poland, such as diagnoses, tend to check children's knowledge and skills in order to assess their readiness for school.

As the findings show, Polish preschools are non-democratic preschools on their base, however T1, T3 and T4 claim that some tend to carry democratic elements. Because of the Core Curriculum which gives preschools goals to reach as readiness for school with parental demands, Polish preschools have no chance for being highly democratic. What is more, *democracy* as a system appears to be highly political in Poland. Moss (2007) claims that for a democratic model to be possible to introduce to preschool, one should think about the image of such an institution, what preschool is about first and then what children should gain out of it (p. 13). The question one should ask is: if one thinks of preschool as a company, which has to bring profit and respond to the needs of its clients, here mainly parents, is it possible to make it a democratic space (Gawlicz & Zwiernik, 2014)?

An interesting fact is that teacher training in Poland seems to be uneven, since only two out of the four interviewed teachers were introduced briefly to Reggio Emilia method during their studies. I, as a preschool teacher who attended post graduate studies in Preschool and Early Childhood Education have never heard of the approach before either. It might be caused by the fact, that Swedish preschools are based on *social pedagogical* curricular approach, on the contrary to Poland, where *readiness for school* is the main goal. One of the teachers also stated the latter as one of the obstacles when asked about the possibility of adapting pedagogical documentation into the Polish preschool system. Even though the participants liked the idea of pedagogical documentation, especially in comparison to the Polish documentation system, they were quite hesitant whether that was the right approach to introduce changes to the Polish system. One of the main reasons T3 was certain about, was the teacher-child ratio, that would make the much more individualistic approach to documentation almost impossible, with only one teacher per twenty – twenty-five children. What is more, Polish preschool teachers' understandings of pedagogical documentation and generally Reggio Emilia approach is that it is a child-centered approach, which focuses on individual child development and includes teachers and parents in the child's learning

process. However, this is a very narrow understanding of what Reggio Emilia actually is. In my point of view, since one of the arguments against incorporating pedagogical documentation into Polish preschool provision was the School Inspectorate which demands certain files, pedagogical documentation as a formative assessment technique, as presented by Buldu (2010), could be a good alternative between the two.

Considering the perspectives of the participants on anticipated challenges regarding incorporating pedagogical documentation to Polish preschools, they support a reflection on the meaning of democracy as seen in Sweden and in Poland. For Swedish preschool teachers, democracy is the preschool's foundation. It also exists to help create a co-operating community based on relationships and respect to opinions of children, parents and teachers. Polish preschools are not democratic, however, in the eyes of the participants, they carry democratic elements, but not because they have to, but because Polish preschool teachers feel the need to pursue actions that include children's decisions and the voice of parents. This might lead to a conclusion, that since Swedish preschools are obliged to be democratic, not all of them might fulfill that obligation well, because it is not their choice. At the same time, Polish preschools might carry democratic elements, because they choose to, hence they think of it as of the right choice and want to pursue it right.

This study, since it was a small-case study, was conducted only in one area of Poland. Four interviews were conducted with four teachers from four different preschools in order to get accurate findings, however this kind of study does not show the status and opinions of all or even the majority of preschool teachers from Poland. Therefore, the findings presented here cannot be generalized to the Polish preschool context. The study was an original contribution, because very little research is done in this area of interest considering the country of Poland. The articles used in the thesis all come from researchers of a private university in Wrocław, Poland. The idea of democracy and alternative documentation methods is only starting to be discovered in the country, even though it is in high demand from Polish teachers in general. The dissatisfaction of Polish documentation practices is evident, which is proven by the current situation in Polish educational system. As of the beginning of the year 2019 in Poland, teachers all over the country began legal protests demanding not only raises of their salaries, but mainly the change in the educational system, while one of the main points of the changes is transformation of the documentation system in schools and preschools.

7. Conclusion

Sweden is said to have the leading model of preschool worldwide (Samuelsson & Sheridan, 2009). The curriculum is based on democracy and promotes parental involvement and lifelong education (Skolverekt, 2011). Pedagogical documentation is chosen by many preschools, since it is a good fit taking the curriculum into consideration. Polish documentation practices tend to be retrospective and mechanical without much thought put into them (Maj, 2013). A lot of Polish teachers recognize the need for change of the Polish documentation system and decided to start legal protests in the act of desperation.

In order to examine Polish preschool teachers' understandings of preschool democracy and Reggio Emilia-inspired pedagogical documentation, interviews depicting the criticism of the system expressed by four Polish preschool teachers were conducted. They showed that amount of formality that the teachers approach every day at work takes away the time they could spend with children, as well as makes them tired of such meaningless practice. Examining the Polish documentation practices from the perspective of the participants allows for understanding of their daily frustration as well as the flaws of the system in general. Some simplifications, such as computerization of documentation, were attempted over the past years in some preschools in order to help teachers with finishing the paperwork faster, however they were not successful. According to T4, the reason for that is the fact that such simplification, here specifically *electronic register*, was designed by people who do not work with preschool documentation at all. That resulted in the system being actually even more difficult to handle and taking up twice as much time, since, for example, children's diagnoses have to be done twice, once on paper with the children, and the second time manually transferred to the computer.

Democracy, as seen in Swedish preschool, is practically non-existent in Poland. Polish preschools, because of the Core Curriculum and parental influence do not assume any democratic system as a base for the preschool system (Gwalicz, 2017). Therefore, this situation makes it difficult to attempt the adaptation of pedagogical documentation to Polish preschool system. What is more, the interviewees opinion on the adaptation is very unsure, since they do not anticipate their co-workers to be on board with the idea. One of the reasons for it might be the fact, that a lot of Polish preschools

teachers, particularly the interviewees co-workers are slightly older, which brings us to the conclusion that they were trained in a very different, more strict and conservative system, and the current state of the preschool practice is already a huge change for them. Therefore, being much less open-minded, they would not feel comfortable with any further drastic changes.

To conclude, this study was conducted to examine the Polish preschool teachers' understandings of pedagogical documentation, democracy and their own documentation system. The aim of this study was not to force any opinions or changes of the system to the particular Swedish pedagogical documentation model. It has been clear that not only is it impossible to literally copy and paste a model from one country to another, but also the goal is to improve the system by finding the best solution possible for the particular country. The purpose was to broaden the minds of Polish preschool teachers by showing them different alternatives to what they already know. We should treat the alternative models as a lens to look through, asking ourselves questions and looking for answers, so putting them into the process of reconstruction (Dahlberg, Moss & Pence, 2013).

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9. Appendix

Appendix 1

Interview guide:

Introduction of myself.

1. Teacher's background:
 - a. Teacher's introduction (studies/position, work experience in preschool)
 - b. Preschool she is working at (general description of practices)
 - c. Children's age, teacher/child ratio
2. Documentation practice:
 - a. Can you describe how you use documentation at work every day?
 - b. How many teachers per group work with documentation?
 - c. What do you think of this kind of way of documenting?
 - d. What would you say are goals of Polish preschool documentation?
 - e. Do you feel satisfied with the documentation practices used by your preschool?
 - f. Are children and possibly parents involved with preschool documentation? If yes, in what way?
3. Pedagogical documentation and democracy in preschool:
 - a. What is the first thing that comes to your mind when you hear the phrase "democracy in preschool"?
 - b. Do you think that Polish preschools are democratic? Explain.
 - c. What do you know about pedagogical documentation/do you need any clarification?
 - d. What is your opinion about this approach to documentation?
 - e. Do you think it would be possible to adapt pedagogical documentation to your preschool/any preschool in Poland; What is your opinion about this idea?

This is a guide for semi-structured interviews, which means that questions might be added, reduced or modified during the interviews.

Appendix 2

JÖNKÖPING UNIVERSITY
School of Education and
Communication

Zgoda Osoby Dorosłej na Udział w Badaniu do Pracy Magisterskiej Międzynarodowy Program Magisterski ze Szwedzkiego Modelu Przedszkola (Educare) Wiosna 2019

Dorota Waloszcyk przeprowadza badanie jako część wymagań pomyślnego ukończenia kursu Pracy Dyplomowej na Międzynarodowym Programie Magisterskim ze Szwedzkiego Modelu Przedszkola (Educare) na Uniwersytecie Jönköping. Głównym celem badania jest analiza kwestii pedagogicznych i dydaktycznych dotyczących polityki i praktyki przedszkola. Dokładniej rzecz biorąc, badanie to skupia się na analizie procesu dokumentacji przedszkolnej w Szwecji oraz w Polsce. W Szwecji badanie będzie skupiać się na dokumentacji pedagogicznej pochodzącej z metody Reggio Emilia. W Polsce analizie zostaną poddane metody dokumentacji jak i możliwości zmiany lub rozszerzenia danych metod.

Dorota Waloszcyk przeprowadza to badanie w celu (a) zasilenia wiedzy i naszego ogólnego zrozumienia edukacji przedszkolnej; (b) zdobycia doświadczenia w prowadzeniu badań empirycznych w edukacji; oraz (c) spełnienia wymagań niezbędnych do uzyskania tytułu magistra (60 punktów) z Międzynarodowego Programu Magisterskiego ze Szwedzkiej Edukacji Przedszkolnej w Szkole Edukacji i Komunikacji na Uniwersytecie Jönköping.

Jeśli zgodzi się Pani wziąć udział w tym badaniu, zostanie Pani poproszona o:

___ Wzięcie udziału w wywiadzie lub wywiadach związanych z tematem badań.

___ Wyrażenie zgody na nagranie audio, które ułatwi sporządzenie transkrypcji i analizę danych.

Wszelkie zebrane informacje będą zanonimizowane w celu uniemożliwienia identyfikacji uczestników. Ponadto, wszystkie informacje będą bezpiecznie przechowywane, aby zapobiec ich utraci lub kradzieży.

Ma Pani prawo do wycofania swojej zgody na udział w dowolnym momencie badania, z dowolnego powodu, bez żadnych konsekwencji.

Jeśli ma Pani jakiegokolwiek pytania lub wątpliwości dotyczące tego badania i/lub swojego uczestnictwa, prosimy o kontakt z Dorotą Waloszcyk i/lub kierownikiem kursu i dyrektorem programu magisterskiego, Robertem Lecusay (robert.lecusay@ju.se).

Jeśli wyraża Pani zgodę na udział, prosimy o wydrukowanie dokumentu i wpisanie swojego imienia oraz nazwiska poniżej. Otrzyma Pani kopię tego formularza do swojej wiadomości.

Numer kontaktowy uczestnika i/lub e-mail: _____

Data: _____

Imię Uczestnika (druk)

Podpis Uczestnika

Imię Studenta (druk)

Podpis Studenta

**The Adult Consent Form has been created based on the English template below*

Adult Consent to Participate in Student Research International Master's Program in Swedish Preschool Education (Educare) Spring 2018

[INSERT STUDENT RESEARCHER'S NAME] is conducting a study as part of [his/her] requirements for successful completion of the Thesis Project course in the International Master's Program in Swedish Preschool Education (Educare) at Jönköping University. The general focus of the study is to examine pedagogical and didactic questions concerning preschool policy and practice. More specifically, this research study examines [INSERT 1-2 SENTENCE DESCRIPTION OF THE STUDY'S RESEARCH AIM/PURPOSE]

[INSERT STUDENT RESEARCHER'S NAME] is conducting this study in order to (a) contribute knowledge to our overall understanding of preschool education; (b) gain experience conducting empirical research in education; and (c) fulfill requirements needed to graduate with a master of science degree (60 credits) from the International Master's Program in Swedish Preschool Education in the School of Education and Communication at Jönköping University.

If you agree to participate in this study, you will be asked to do one or more of the following

- Participate in an interview or interviews related to the research topic.
- Grant your permission to be observed engaging in daily school activities.
- [INSERT OTHER RESEARCH OBSERVATION/DOCUMENTATION ACTIVITY]

Any information that is gathered will be anonymized to ensure that you cannot be identified. Additionally, all information gathered will be stored securely to prevent loss or theft.

You have the right to withdraw your consent to participate in the study at any time, for whatever reason, without any consequences.

If you have any questions or concerns regarding this research study and/or your participation, please contact [INSERT STUDENT RESEARCHER'S NAME & CONTACT INFO] and/or the course leader and master's program director, Robert Lecusay (robert.lecusay@ju.se).

If you agree to participate, please print and sign your name below. You will be given a copy of this consent form for your records

Participant's contact number and/or email: _____

Date: _____

Participant Name (printed)

Participant Signature

Student Researcher Name (printed)

Student Researcher Signature

Appendix 3

Introductory/stimulus material



Dokumentacja przedszkolna w Szwecji

- Według Szwedzkiej Podstawy Programowej dla Przedszkoli/Lpfö 98 (Skolverekt, 2011) każde szwedzkie przedszkole jest zobowiązane do prowadzenia dokumentacji przedszkolnej. Nie jest jednak sprecyzowane jak dana dokumentacja powinna wyglądać.
- W niektórych badaniach (Vallberg-Roth, 2012; Buldu, 2010) Szwedzki system dokumentacji przedszkolnej jest charakteryzowany jako „multi-documentation”, z łaciny „multus” – „wiele, więcej niż jeden”.
- Jednym z wielu sposobów dokumentowania w przedszkolach szwedzkich jest dokumentacja pedagogiczna (Vallberg-Roth, 2012; Buldu, 2010).

Szwedzka Podstawa Programowa, cytaty w wolnym tłumaczeniu:

- Jakość przedszkola powinna być regularnie i systematycznie dokumentowana, sprawdzana, oceniana i rozwijana. Ocena jakości przedszkola i stworzenie dobrych warunków do nauki wymaga monitorowania, dokumentowania i analizowania nauki i rozwoju dziecka. Wspieranie i zapewnianie wyzwań dzieciom w uczeniu się wymaga wiedzy o doświadczeniach, wiedzy i uczestnictwie każdego dziecka, a także o wpływie na zainteresowania w różnych obszarach obranych celów. Wymaga to również wiedzy o tym, w jaki sposób eksploracja dziecka, pytania, doświadczenia i zaangażowanie są wykorzystywane w przedszkolu, jak zmienia się wiedza dziecka i kiedy doświadczają przedszkola jako ciekawego, zabawnego i znaczącego.
- Celem ewaluacji jest uzyskanie wiedzy o tym, jak można rozwinąć jakość przedszkola, tj. jego organizację, treść i działania, aby każde dziecko otrzymało najlepsze możliwe warunki do nauki i rozwoju. W ostatecznym rozrachunku wiąże się to z opracowaniem lepszych procesów pracy, możliwością określenia, czy praca odbywa się zgodnie z celami, a także zbadaniem, jakie środki należy podjąć, aby poprawić warunki uczenia się, rozwoju, poczucia bezpieczeństwa i zabawy w przedszkolu. Analizy wyników oceny wskazują obszary krytyczne dla rozwoju. Wszystkie formy oceny powinny przyjmować perspektywę dziecka jako punkt wyjścia. Dzieci i rodzice powinni uczestniczyć w ewaluacji, a ich poglądy powinny być brane pod uwagę.

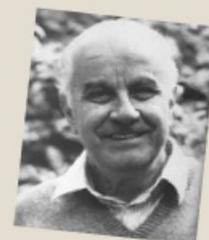
Lpfö 98 (Skolverekt, 2011)

Reggio Emilia

- Reggio Emilia jest miasteczkiem położonym w północnej części Włoch. Tam właśnie po II Wojnie Światowej powstała popularna metoda wczesnej edukacji.



- Loris Malaguzzi, twórca metody Reggio Emilia, psycholog, pedagog i teoretyk dydaktyczny.



Rola dziecka

Według koncepcji Reggio Emilia, dziecko jest zdolne do przejęcia inicjatywy nad własną nauką. Dziecko w roli wykonawcy, protagonisty, doświadczającego świata. Ogromna waga przywiązywana jest w Reggio do dostrzegania i doceniania potencjału, indywidualizmu i możliwości dzieci. Rolą dorosłego jest tworzenie dla dziecka środowiska wspierającego jego rozwój oraz zainteresowania. Takie środowisko ma na celu ułatwienie dziecku komunikowanie się, biorąc pod uwagę koncepcję "stu języków dziecka", czyli komunikację nie tylko poprzez słowa, ale też muzykę, taniec, malowanie, rzeźbę, i wiele innych. (Maj, 2013)

Dokumentacja pedagogiczna w pigułce

Dokumentacja pedagogiczna to sposób dokumentowania mający swoje korzenie w metodzie wczesnego nauczania Reggio Emilia. Ta dokumentacja ma na celu stworzenie możliwości do refleksji zarówno dla nauczycieli jak i dzieci i rodziców. Dziecko w dokumentacji pedagogicznej dostaje możliwość spojrzenia na własne sposoby poznawania świata i refleksji nad nimi. Nauczyciel tworząc i wykorzystując daną dokumentację uczy się dziecka, jego sposobu na naukę, co stwarza możliwość refleksji i dopasowania dotychczasowej ścieżki pedagogicznej do potrzeb dziecka. Rodzice są zaangażowani w dokumentację przedszkolną w celu poznania dziecka i wspierania jego rozwoju (Vallberg-Roth, 2012; Buldu, 2010; Maj, 2013).

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