

# Digital or Traditional Documentation:

Using Action Research to reflect and re-design  
our program and planning techniques

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# Overview

- What is Action Research?
- Our journey begins ...
- Formulating the research question
- Data gathering
- Analysis and interpretation
- Implementing change
- Ongoing research
- Actions
- Where are we now?



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# What is Action Research?

- 'Researching with people to create and study change in and through the research process' (MacNaughton et al, 2001, pg 208)
- A systematic process
- Driven by Critical Reflection
- Continuous planning cycles
- Collaborative
- Open to action and improvement



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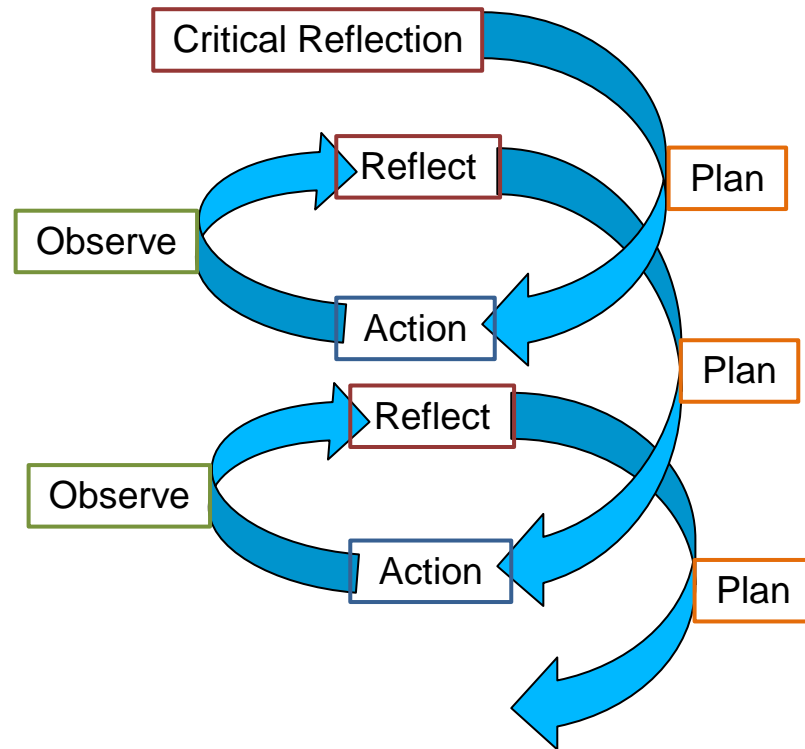
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# The Action Cycle

- Critical Reflection
- Plan
- Action
- Observe
- Reflect
- Plan .....





# Our journey begins ...

- The Educators
  - time
  - relevance
  - confidence
- Digital Platform
  - trial
  - the reality



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# Our journey begins ...

- Our reflection
  - philosophy
  - what we actually do
- Our questions
  - power relations
  - multiple perspectives
  - why were we doing this?



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# Formulating the research question

- Hard to narrow down with so many questions
- Brainstorming words with Educators
- Literature review — MacNaughton and Hughes

*Digital versus Traditional: How can we redesign our programming and planning techniques so that they are meaningful, collaborative and efficient?*



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# Data gathering

- Appropriate data collection techniques
- Collaborative
- Staff Meetings
  - current practises
  - current documentation



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# Data Gathering ...

- Literature review
  - Philosophy
  - Theorists
  - Frameworks
  - Code of ethics
  - 100 languages



# Data Gathering

- Parent questionnaire
- Staff questionnaire
- Poll on digital platform
- Facebook poll



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# Analysis and interpretation

Quantitative data

quantity, facts and figures

Qualitative data

explanation, reasons, meaning  
and significance



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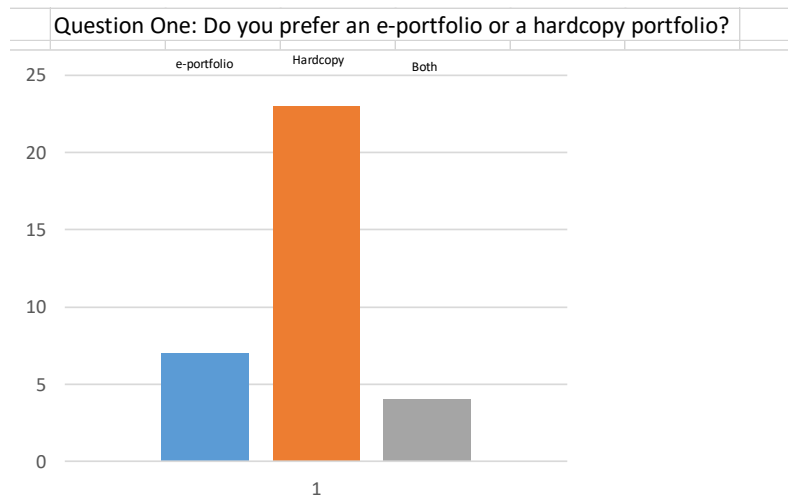
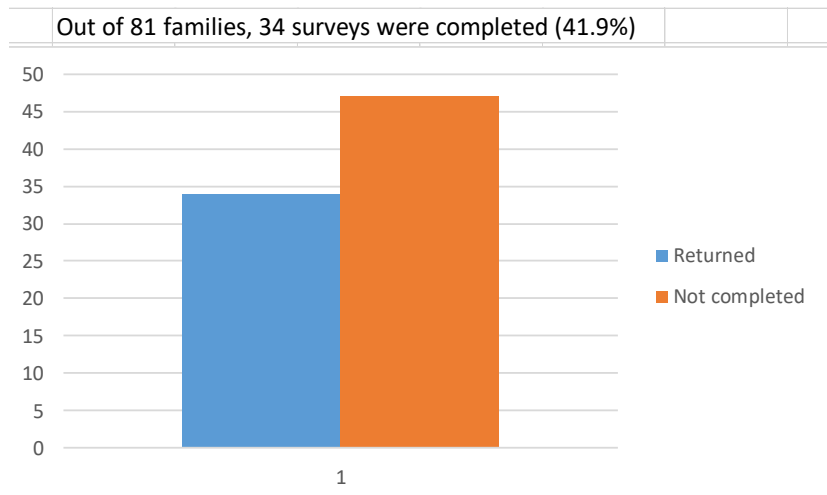
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# Analysis and interpretation

## Parent survey



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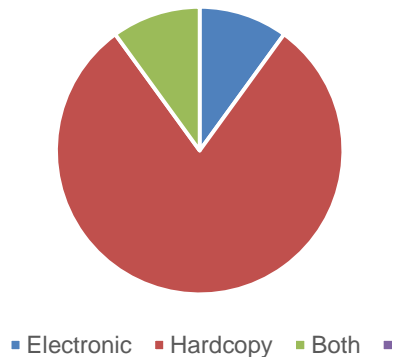
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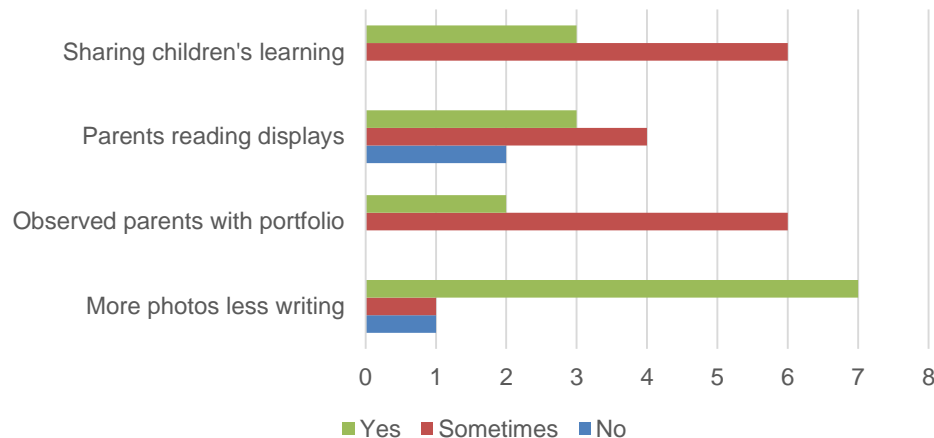
# Analysis and interpretation

Educator survey: 9 out of 15 returned (60%)

Portfolios



Responses



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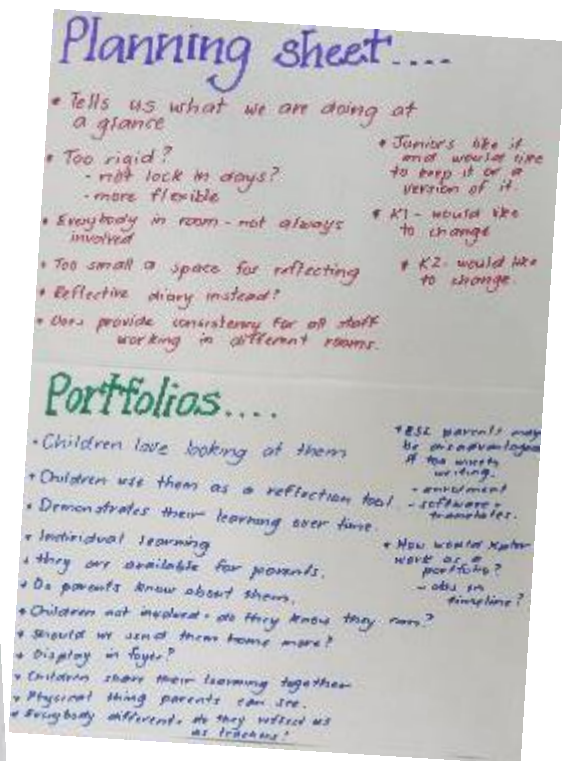
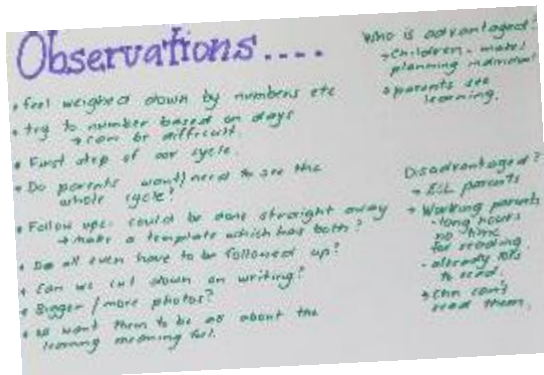
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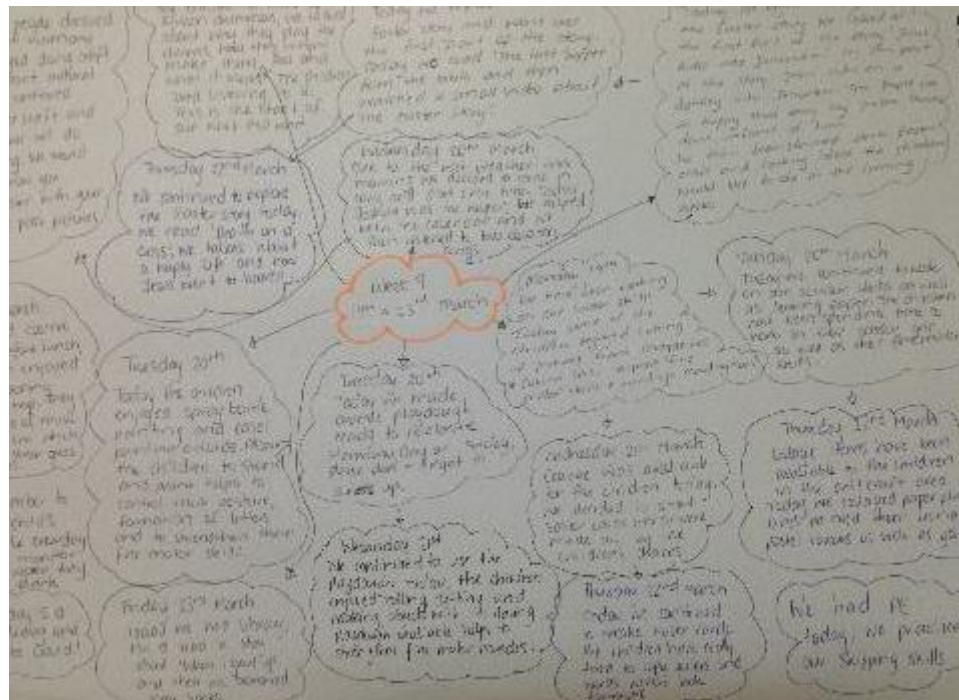
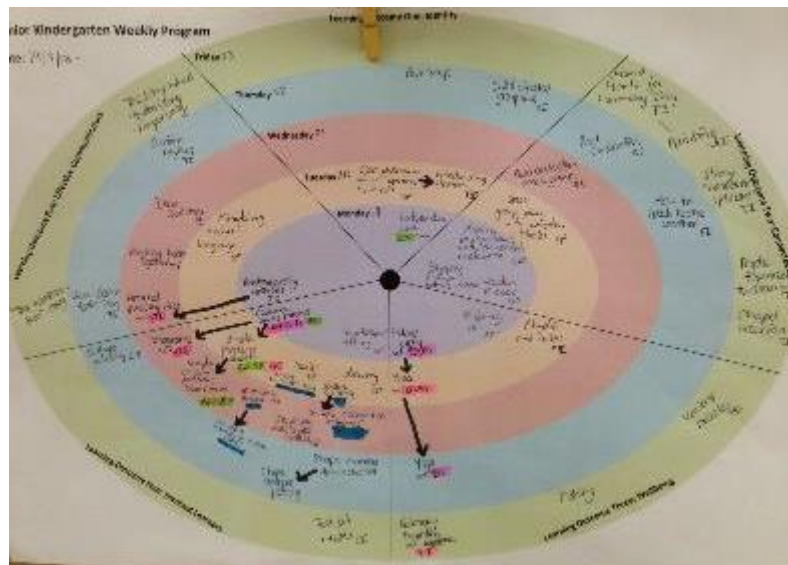
# Analysis and interpretation

- What does it tell us?
- Who is disadvantaged?
- Where are the voices of children?
- When do we find time?
- How can we improve?



# Implementing change

- Trialling new ways



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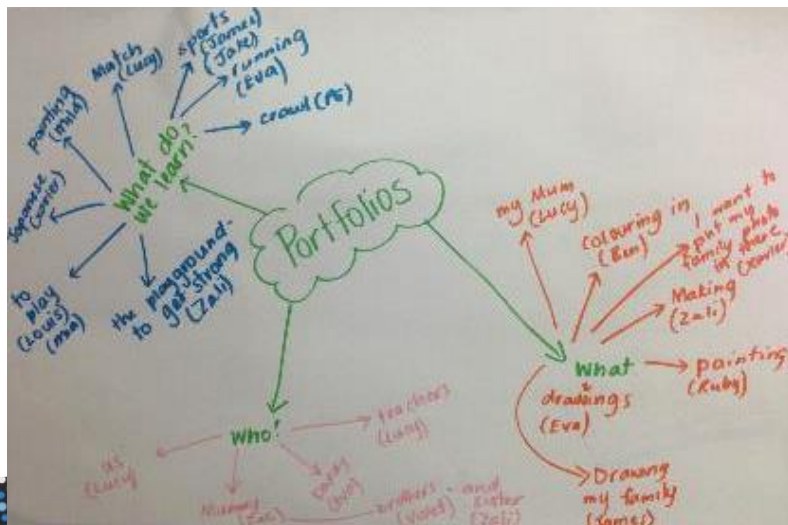
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# Implementing change

- Posting meaningfully
- Conversational sharing



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# Implementing change

- Photography
  - addressing the power imbalance
  - ethics





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# Ongoing research

- Visiting other services
- Reading articles and journals
- Department visit
- Theorists
- Conversations
- Lead Educator meeting



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# Actions

- Balancing digital and paper
- Collaborating with children
- Children's rights at the forefront
- Educators – centre wide documentation
- Being more meaningful
- Monitoring interactions
- Intentional conversations with families







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# Actions



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# Where are we now

- How did we answer our question
- Authentic documentation /  
meaningful / efficient
- Educational Philosophy and Plan
- Cohesive staff team – taking ownership



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# Where are we now

- More confident, knowledgeable Educators, eg. Regs
- Children's voices visible
- Stronger links with families
- Improved community links



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- Mac Naughton G, Rolfe S, & Siraj-Blatchford I, 2001, *Doing Early Childhood Research: International Perspectives on Theory and Practice*, Allen & Unwin, Australia
- Mac Naughton G and Hughes P, 2009, *Doing Action Research in Early Childhood Studies*, Open University Press, Berkshire England