Making Competency Visible:
Seeing every child through child-centred documentation

Avril McMonagle (2026)

Abstract

Educators, researchers and specialists working with young children have long recognised the distinct nature of early childhood as a period marked by rapid, episodic development across psychological, physical, cognitive, and linguistic domains. During this time, the young child's learning is profoundly shaped by the environments in which they live and their predisposition to learn. Consequently, teaching and learning in early childhood begin with the careful practice of observing, listening, and responding to each child.

This paper positions the child an individual with unique strengths, interests and needs with the right to participate and express their voice. Authentic documentation informed by the Framework for Listening (Rinaldi, 2006), the Mosaic Approach (Clark, 2005), and the Learning Story Approach (Carr, 2001), are put forward as a means of making the competencies of the young child visible.

Grounded in longstanding educational research, authentic child-centred documentation is an intentional process of 'listening-in' to children's stories, emotional states, interests, and preferred ways of learning. Within this framework, assessment is not positioned as a means of proving that learning has occurred, but rather as a catalyst for learning itself. Meaningful assessment for learning is therefore not an add-on to the curriculum, but an integral component of holistic pedagogical practice.

The paper highlights how child-centred digital documentation introduces a multimodal lens to contemporary practice, creating new possibilities for equitable representation, the inclusion of children's voices, and strengthened connections with parents and families.

Uniqueness, sameness and difference

It is universally accepted that earliest phase of the child's educational journey is distinctive because it focuses on a stage of life when the brain, personality, and learning habits are developing faster than at any other time. Because of this, learning in early childhood has a long-term impact on wellbeing, academic success and life skills. Central to the delivery of effective early education is the view of the

McMonagle. A. (2026) Making Competency Visible: seeing every child through child-centred documentation

Page **1** of **14**

child as 'unique' or 'individual' which is facilitated through pedagogical techniques and strategies underpinned by a 'child-centred approach'. Child-centred practice is an underpinning principle embedded in early childhood learning frameworks internationally.

Child-centred practice starts with understanding the child as an individual and the foundations needed for wellbeing, learning and development to evolve and grow. Developing the security to learn precedes the child's ability to learn.

Several factors contribute to the capacity of the young child to develop emotional, communicative, and cognitive abilities. To name a few, this includes social circumstances, culture, lived experience, and neurodiversity. There is no 'one size fits all' approach to understanding a child's view of the world.

Taking any number of circumstantial variables into consideration, the need to view each child as an individual with their own voice and life story is not only obvious, but essential.

All learning is interconnected

Emotional wellbeing in early education is fostered by nurturing positive dispositions to learn. Learning dispositions can be thought of as characteristics or attitudes to learning required for a successful and happy life. When learning opportunities and engagement with others gives attention to the development of positive dispositions, a solid emotional foundation for all future wellbeing, skills and knowledge-based learning is formed.

Nonetheless, positive dispositions do not develop in isolation. They develop alongside and in conjunction with the child's acquisition of knowledge, skills and understanding. For example, a child constructing a model using loose parts, is developing a range of manipulative abilities and physical skills as well as learning about science, technology, engineering, art and mathematics. At the same time, they are developing language, building social relationships and developing the confidence to make choices and decisions.

The continuous development of dispositions such as independence, persistence, and self-regulation—through natural play experiences supported by adults—strengthens children's resilience and builds the coping skills essential for learning. In essence, they are learning how to learn.

Child-centred learning

To nurture each child's growth from their own starting point, child-centred learning offers transformative possibilities for intrinsic motivation, creativity and mental health. Rooted in constructivist and socio-cultural theories of education, children are viewed as active and agentic participants in constructing knowledge through meaningful engagement with their environments.

McMonagle. A. (2026) Making Competency Visible: seeing every child through child-centred documentation

Page **2** of **14**

Central to this is the inclusion of the child's voice in the learning process. The Lundy Child-rights Model of Participation (2007) identifies four key components that need to be in place to enable meaningful child participation and voice:

- o Space: Children must be given the opportunity to express a view
- o Voice: Children must be facilitated to express their views
- o Audience: The view must be listened to (adults listen).
- o Influence: The view must be acted upon, as appropriate (meaningful response).

Including the voice of the child is accomplished in a variety of ways using child-centred techniques that are embedded in everyday practice. A child-centred approach requires educators actively listening-in to babies, toddlers and young children, valuing their choices and preferences, providing equitable learning environments and by responding to their needs and rights within the realms of their wellbeing and safety.

The proficiency of the educator is paramount in being able to see and hear the child's voice regardless of their mode of communication. Educators must be able to interpret the multiple languages of the child (gesture, gaze, movement, mood, use of objects, verbal voice). The most important verbs in early education are not 'to talk', 'to teach' or 'to show' – but to 'listen-in'. This practice is not confined to children who have spoken language.

In early childhood classrooms where disproportionate time is focussed on managing behaviour, 'listening- in' has much to offer. When educators are attuned to behaviour as communication, the focus shifts from 'managing the behaviour' to understanding the 'why' of certain behaviour and its triggers.

'When assumptions about children's attitudes are drawn from their behaviour, then widespread mistakes can be made… The child who seems rude and self-willed is often involved in an intense struggle to realise the good by [their] own effort' (Froebel in Lilley 1967: 51)

Effective Pedagogy - guided by curriculum and framed by documentation

The interdependent relationship between curriculum and documentation is central to effective teaching and learning in early education. Each shape, inform, and strengthen the other in continuous cycles of listening in, documenting, planning and reflecting.

Holistic curriculum frameworks such as Aistear (Ireland 2009,2024) and Te Whāriki (New Zealand 1996, 2017) focus on the acquisition of positive learning dispositions for wellbeing and for life as intended learning outcomes. The Reggio Emilia Approach (Rinaldi, 2006) exemplifies learner agency, guided inquiry and multi-modal expression.

The primary focus for progression in learning is the development of dispositions such as curiosity, self-awareness and empathy, confidence, creativity, resilience, independence, persistence, cooperation, self-regulation, motivation, kindness, imagination and enthusiasm. They also allow scope for the voice

McMonagle. A. (2026) Making Competency Visible: seeing every child through child-centred documentation

Page **3** of **14**

and agency of the child in the process as well as the creativity of the educator to provide meaningful, child-inspired experiences based on the child's unique interests and needs.

Yet, despite international support for a child-centred approach, agency and voice in early education, this is often undermined by the chosen assessment method. Curriculum and assessment do not exist in isolation, they are part of the same learning framework and must complement, not contradict or compete.

It is essential that instruments used to support learning are philosophically aligned including the curriculum framework, the assessment framework and educator motivation and skill. Sporadic observations, generic class summaries or memento scrapbooks that are not used to further learning should not be confused with formative assessment using a child-centred approach.

According to Madonis, Brownlie & Murphy (2025), *'a more dynamic, formative approach to documentation — one that emphasizes growth, process, and agency — is essential to uphold the integrity of child-centred pedagogies while addressing accountability requirements'*. They further that *'learning stories, digital portfolios, and multimodal documentation strategies offer promising alternatives. These approaches can make visible the complexity of children's thinking, while aligning with curricular outcomes in authentic and contextualized ways'* (46).

In this sense, the curriculum is not a race for the finish. It is a framework of possibilities under which all children should sit, where their individual strengths and competencies are recognised and nurtured. Siraj et al., 2016; Sylva et al., 2004 believe that continuous assessment acts as a bridge connecting what we know from evidence about typical development with what we notice about each individual child.

Within this, educators must be able to make pedagogical decisions and use professional judgement that are both responsive to the child and informed by curriculum requirements. Documentation is a professional responsibility without a regulated approach. This demands elevated levels of specific documentation training and educator proficiency.

Documentation - a reliable instrument for child-centred learning

Documentation is a powerful advocate for the competencies of young children (Clark, 2005). Child-centred documentation tells the story of how learning came about. It captures the process of learning, the place and time and who was involved. Documentation takes place over time and in a variety of social and environmental contexts, for example, indoors and outdoors, alone and with others, during different play contexts and discussions, and when engaging with different activities.

Child-centred documentation does not pass unsubstantiated judgement but instead focuses on where learning can go with educator and family support.

Information gathered authentically as the child engages in play, demonstrates the richness of what they know and can do, their opinions, choices and interests. This insight acts as a catalyst for learning.

McMonagle. A. (2026) Making Competency Visible: seeing every child through child-centred documentation

Page **4** of **14**

This ongoing collection of information gradually builds a learning mosaic of for each child as a participative learner with unique learning dispositions, skills, attitudes, knowledge and understanding.

A dynamic process

Documentation is not stagnant 'proof of doing' – it is a dynamic process which is shared, revisited and extended over time.

Reliable documentation requires an understanding of the importance of reality, meaning and context to the lived experiences of the child. Like adults, children are at their best when they are interested and motivated. Children engage and learn when things are meaningful and real to them.

Child-centred documentation plays to the strengths of the individual child rather than to adults or a curriculum component. It makes learning visible to not only adult but to children themselves, allowing them to reflect on and build on learning that has already taken place. This is important as *'unless educators are alert to children's own ways of seeing and understanding and representing the world to themselves, it is unlikely that the child will ever manage to identify with the school's and teacher's ways of seeing'* (Brooker, 2002, 171).

Documentation itself is not a challenge, but there are challenges for meaningful documentation. This is often alluded to as 'the demands of documentation' or 'the lack of time'. While time constraints are a reality in any responsive role, adopting a passive stance can inadvertently position documentation as secondary to all else. In this light, what is frequently described as a 'lack of time' may be reframed as a 'lack of priority'.

This is a significant oversight of the evidence base behind participative documentation as a powerful advocate for understanding and progressing the strengths and competencies of the young child.

The starting point for meaningful, child inspired documentation is the educator's view of the child. This includes recognition that the child is actively involved in shaping their own learning, they are individuals with a life story, they can communicate in many ways and have a right to have their voice heard and responded to (McMonagle, 2024: 39).

The roots of pedagogical documentation

Pedagogical documentation has its roots in the world famous municipal of early childhood services in Reggio Emilia, Northern Italy (Giudici, C., C. Rinaldi and M. Krechevsky, eds. (2001) and in the Learning Story approach used in New Zealand (Ministry of Education, 2017). Pedagogical documentation is defined as *'material communication tools appropriated or developed by teachers/practitioners or researchers for the purpose of recalling, reflecting on, re-thinking and re-shaping learning, teaching, knowledge and understanding'* (Carr et al., 2016: 277).

Dalberg and Moss view pedagogical documentation as an *'extraordinary tool for dialogue, for exchange, for sharing'* which requires '*a collective and democratic process of interpretation, critique and evaluation, involving dialogue and argumentation, listening and reflection, from which understandings are deepened and judgements are co-constructed'* (2007: 23).

McMonagle. A. (2026) Making Competency Visible: seeing every child through child-centred documentation

Page **5** of **14**

The Mosaic Approach

The Mosaic Approach (Clark, 2005) has been hugely influential in shaping multi-modal methods of documenting the learning of young children. The Mosaic Approach aligns closely with the UN Convention on the Rights of the Child – especially Article 12 (children's right to express their views).

The Mosaic Approach offers a framework for listening to children's perspectives. Clark (2017) describes the Mosaic Approach as a *'multi-method, polyvocal approach that brings together different perspectives to create with children, an image of their worlds'* (17).

The Mosaic Approach, used mainly as a framework for listening to children during the research process, has much to lend to participatory documentation practice.

Clark (2005) highlights the key elements of the Mosaic Approach as:
- o Multi-method: recognises the different 'voices' or languages of children;
- o Participatory: treats children as experts and agents in their own lives;
- o Reflexive: includes children, practitioners and parents in reflecting on meanings, and addresses the question of interpretation;
- o Adaptable: can be applied in a variety of early childhood settings;
- o Focused on children's lived experiences: can be used for a variety of purposes including looking at lives lived rather than knowledge gained or care received;
- o Embedded into practice: a framework for listening that has the potential to be both used as an evaluative tool and to become embedded into early years practice.

Applying the Mosaic Approach to documentation practice

When using a Mosaic Approach to documentation, educators document on the go, as a natural part of engagement and interaction. They choose a suitable modality to capture and interpret learning and make it visible. This can include any combination of narrative, audio, video, photographs, creativity or projects.

Examples of documentation reveal the shared perspectives of the child, educators and parents. Parents add comments to learning stories, add their perspective from the home environment and contribute to family contextual information about the child.

Children participate as documenters, photographers, decision makers and commentators.

The environment, projects and creative displays reflect the child's voice, the local community, amenities and people. The child's lived experience, within a given community or culture is visible, enabling the child to feel a sense of connection and belonging.

McMonagle. A. (2026) Making Competency Visible: seeing every child through child-centred documentation

Page **6** of **14**

Using Learning Stories to capture learning

Learning Stories (Carr, 2021) align with A Pedagogy of Listening (Rinaldi, 2006) and the Mosaic Approach (Clark, 2005) reflecting shared research foundations and understandings of meaningful, child-centred approaches to documentation.

Learning stories contribute to the **'How'** of documentation. Stories are created when the educator observes children's play, takes notes, photographs or video of a play scenario. (See McMonagle, 2024 for multiple examples of authentic learning stories).

Educators construct short stories about what they noticed. Typically, stories reflect **the learning episode** (a description of what the child did/said, decided), **learning achieved** (learning goals/dispositions that are visible) and **a plan for progression** (ideas to support progression in learning). Other stories are captured visually or from the child's perspective.

The strengths of the learning story approach

In keeping with the Mosaic approach, learning stories draw on multiple perspectives and contexts including the child, the educator, family and environment when creating a story of the child's learning. The Learning Story approach foregrounds the child's dispositions to learn and reflects a socio-cultural view in which assessment is both situated and distributed across people, places and things (Cowie and Carr, 2004).

Learning Stories promote an equitable approach to formative assessment. Regardless of a child's age, ability or mode of communication, learning stories start with where the child is at, and what makes them unique. Stories communicate much more than a level of achievement. They communicate the distinctive position of the child including their interests, preferences, abilities and needs.

The story approach considers learning as a process or a journey, which changes over time. Stories are revisited over a prolonged period allowing children time to reflect, build and reimagine their own learning.

Capturing multiple voices

Learning stories can include multiple voices involved in the learning episode. This could be the child's actual explanation of a creative piece, the educator's interpretation, or a summary of a conversation between the educator and child or between two children.

Together with the ability to inform curriculum planning, this makes learning stories an ideal way of engaging parents and wider family through accessible, shared stories.

Parent/Family voice in the form of a comment added in response to a learning story, adds another voice to the documented learning episode. Parents bring unique insights into their child's needs, preferences and lived experience. *'When educators and families collaborate, it promotes trust, mutual respect and shared responsibility for the child's development and reinforce the benefits of early education'* (Schleicher, 2025: 8)

McMonagle. A. (2026) Making Competency Visible: seeing every child through child-centred documentation

Page **7** of **14**

The power of multi-modal documentation

Pedagogical documentation is undergoing a significant change as paper-based practice becomes increasingly digitised. In this regard, a multi-modal perspective on documentation is particularly significant as it broadens the scope of assessment to embrace the diversity of silent, embodied and dynamic ways that young children make meaning (Dahlberg, Moss and Pence, 2007).

More educators are understanding the single dimension limitations of paper portfolios. By contrast, digital documentation creates multi-modal representations of child-centred learning through learning stories, video and audio recordings, photovoice, child voice and family voice.

Digital documentation is a pedagogical tool, enabling 'in the moment' recordings of key learning moments including learning that may otherwise be missed. Rather than being an end of year summary of learning that has been 'done', it offers a real-time instrument for connection and collaboration between all those involved in the child's wellbeing, learning and development.

Formosinho and Pascal (2017) support the multiple-voice perspective of digital documentation commenting that *'there is value in documentation which captures and interweaves the voices of educators, parents and children, where 'voice' should be considered broadly, beyond speech, to acknowledge the multimodal nature of communication'*.

Other advantages include digital documentation creating a record that is widely shareable and expediting the documentation process for educators saving valuable time and resources.

Some families may be more inclined to engage with documentation if it is accessible in real time on their smartphone or tablet. Cowan & Flewitt (2021: 3), highlight the child and family agency potential of digital documentation and comment that '*digital documentation opens possibilities for capturing the dynamic and embodied vibrancy of young children's learning and can make children's documentation more accessible to children and their parents'.* Their research study found that digital systems support two-way communication with parents and families and enables documentation to be accessed and added to remotely at times more convenient to families.

This is affirmed in a report by the Schleicher (2025) which states '*by using digital tools, flexible ways of communicating, and practices that respect different cultures, ECEC settings can help make it easier and more inclusive for families to get involved. Joint goal-setting and shared decision-making between ECEC staff and families has numerous positive benefits. The economics are also compelling. A modest investment in parent-focused initiatives could help reduce the need for costly interventions later in a child's education. As children spend considerable time with their parents in the early years and throughout childhood, engaging parents from the early years may be one of the most cost-effective policy levers available'* (8).

The use of video, particularly for educators to rewatch short video clips of natural play interactions or episodes, enables the educator to 'slow down' the observation and consider the child's play in greater detail. Key moments can be missed in a busy room or with children who may be more difficult to observe.

Cowan and Flewitt support this assertion. They call for raised awareness of children whose multi-modal signs of learning may be harder to observe and document in traditional paper-based documentation.

McMonagle. A. (2026) Making Competency Visible: seeing every child through child-centred documentation

Page **8** of **14**

They call for forms of observation and documentation that *'draw attention to the subtleties of children's silent and embodied signs of learning, as well as their more tangible displays'* (2021:15).

This participatory method of documentation moves away from the traditional educational focus of 'before and after' summative assessment where generic indicators are used to 'measure children's achievements' – frequently due to a focus on accountability or school readiness. Ongoing documentation allows for more democratic evaluative processes to understand and validate young children's learning experiences and interactions within the environment in which they play and learn.

It is important to recognise that, whether documentation systems are paper-based or digital, what matters most is the systems responsiveness to the needs of children. System design should be grounded in an authentically constructed child-centred context, with features that actively support children's participation and engagement in the process. When systems are poorly designed, they risk reducing learning to measurable outcomes and promoting superficial links to curriculum and assessment—whilst overlooking the child at the centre of it all.

When the child 'owns' documentation

Perhaps one of the most powerful benefits of child-centred documentation through multi-modalities, is that the child gets to visualise themselves as a capable learner. The highly visible presentation of digital documentation is particularly meaningful to the young child.

The young child's self-esteem is based largely on their perceptions of how the important adults in their life interact with and respond to them. This makes accessible, visual documentation a strong contributor to building the child's self-esteem and self-image.

Also, the strengths-based, child-centred perspective can transform how children who are neurodiverse are viewed as learners. Stories capture unique interests, learning styles and preferences and these are used positively to show what learning looks like for different children.

When used appropriately, multi-modal digital documentation actively involves the child in the documentation process (taking photographs of work, recording videos, giving consent, including spoken narrative, making choices). Consequently, this enables them to be an active participant in their own decision making, learning and self-reflection.

This is supported in findings of the Cowan and Flewitt study which suggested that '*children with certain traits and characteristics may be particularly disadvantaged by current documentation practices .. educators recognised that children's highly diverse and subtle signs of learning often passed unnoticed .. if fleeting and subtle signs of learning are not recognised then they cannot be valued and nurtured'* (2021:25)

McMonagle. A. (2026) Making Competency Visible: seeing every child through child-centred documentation

Page **9** of **14**

Enabling the enablers

To ensure child-centred documentation is maintained at a high standard, careful attention must be given to the level of support educators need to implement it effectively. Like any skill, participative assessment and documentation must be taught, practiced and refined. Educators come to their role with varied training experiences, attitudes and expertise. Some educators understand what documentation is but may not have the practical experience to transfer theory to practice. Others may have been taught multiple methods of 'textbook' observation but lack confidence to use observations to analyse or scaffold learning in real-life situations.

In 2024, a random sample survey and follow up interviews involving educators from 25 early childhood services was undertaken by Mosaic Digital Solutions for Early Education. Participants had been using the MOSAIC Multi-modal Pedagogical Documentation Application for 3 years or more at the time. Among those who used the system most effectively, three common characteristics were revealed.

1. Organisational ethos and buy-in

A child-centred ethos through a framework for curriculum and documentation was in place. All staff understood the benefits of a continuous cycle of observation, documentation, planning and reflection. A whole service approach was used, and a nominated person was responsible for the coordination of the documentation framework and outcomes within the setting. Overall, a motivated and positive attitude to documentation was evident. Seeing parents as partners in the learning process was also highly developed in these settings.

2. Educator proficiency

The early childhood setting had a proactive approach to training and continuing professional development (CPD) regarding the refinement of pedagogical techniques and strategies. In general, they had elevated levels of agency, professional judgement and motivation and time was prioritised for documentation practice. Educators had moved beyond 'justifying' what they did to showcasing and supporting children's learning creatively and confidently. When staff changed or joined the service, the Manager/Pedagogical Lead maintained consistency of approach by upskilling new staff in the approach and pairing them up with more experienced educators for the induction period.

3. Systems and system knowledge and understanding

Educators were aware of the underpinning principle of the MOSAIC Application, and its respect for the complexity of the individual child rather than imposed standardised assessment.

Educators had undertaken specialised training in both the MOSAIC method and in the functionality of the digital application itself. Educators learned how to use the interface to its maximum potential and to integrate observation, documentation and emergent planning into their existing workflow.

McMonagle. A. (2026) Making Competency Visible: seeing every child through child-centred documentation

Page **10** of **14**

Conclusion

This paper reaffirms early childhood as a uniquely formative period in which rapid development across emotional, cognitive, physical and linguistic domains demands pedagogical approaches grounded in deep respect for the individuality of each child. Positioned within child-centred and rights-based frameworks, it argues that meaningful education in the early years begins not with instruction, but with intentional listening — to children's voices, interests, dispositions and lived experiences. Authentic documentation, informed by a Framework for Listening, the Mosaic Approach, and the Learning Story Approach, is presented as a powerful mechanism for making children's competencies visible while strengthening participatory, democratic practice.

The paper highlights the interdependence of curriculum and assessment, emphasising that documentation must function as formative assessment for learning rather than retrospective proof of achievement. When aligned with a holistic early childhood curriculum framework, documentation becomes a dynamic cycle of observing, interpreting, planning and reflecting that foregrounds dispositions such as curiosity, resilience, empathy and agency.

Multi-modal and digital documentation are positioned as transformative tools that expand the possibilities of representation, inclusion and collaboration. By capturing children's learning through narrative, video, audio and shared family contributions, documentation becomes more equitable, particularly for children whose learning is embodied, subtle or non-verbal. Digital platforms, when grounded in child-centred principles, strengthen partnerships with families, democratise participation and enhance children's ownership of their learning journeys.

Ultimately, the effectiveness of child-centred documentation depends on educator proficiency, organisational ethos and philosophically aligned systems. High-quality participatory documentation requires skilled interpretation, reflective practice and sustained professional development. When implemented with integrity, it moves beyond record-keeping to become a catalyst for learning, dialogue and equity — positioning the child not as an object of assessment, but as an active, capable and rights-bearing participant in their own story of learning.

McMonagle. A. (2026) Making Competency Visible: seeing every child through child-centred documentation

Page **11** of **14**

References:

Aistear The Early Childhood Curriculum Framework (2009. 2014) National Council for Curriculum and Assessment. Ireland.

Brooker, L. (2002) *Starting School. Young children's learning cultures,* Buckingham: Open University Press, p171.

Carr, M. (2001) *Assessment in Early Childhood Settings: Learning Stories.* London: Chapman Publishing.

Carr M, Cowie B and Mitchell L (2016) Documentation in Early Childhood Research: Practice and Research Informing Each Other. In: Farrell A, Kagan S and Tisdall K (eds) The SAGE Handbook of Early Childhood Research. London: SAGE, pp. 277–291.

Clark, A. (2005) 'Ways of seeing: using the Mosaic approach to listen to young children's perspectives', in Clark, A., Kjørholt and Moss, P. (eds.) Beyond Listening. Children's perspectives on early childhood services. Bristol: Policy Press, pp. 29–49.

Clark, A. (2017) Listening to Young Children. 3rd ed. Jessica Kingsley Publishers. UK.

Cowan. K. and Flewitt. R. (2021): Moving from paper-based to digital documentation in Early Childhood Education: democratic potentials and challenges, International Journal of Early Years Education. DOI: 10.1080/09669760.2021.2013171. To link to this article: https://doi.org/10.1080/09669760.2021.2013171

Cowie, B., and Carr, M. (2004) The consequences of socio-cultural assessment. In A. Anning, J. Cullen and M. Fleer (Eds.) Early Childhood Education: Society and Culture. London: Sage Publications.

Dahlberg, G., P. Moss and A. Pence (2007), Beyond Quality in Early Childhood Education and Care: Languages of Evaluation, 2nd ed., Falmer Press, London.

Formosinho, Julia, and Christine Pascal. (2017). Assessment and Evaluation for Transformation in Early Childhood. 1st ed. London: Routledge

Lilley, I. (1967) Friedrich Froebel: A Selection from his Writings, Cambridge: Cambridge University Press.

Lundy. L. (2007) in Participation Framework National Framework for Children and Young People's Participation in Decision-making (2021), Department of Children, Equality, Disability, Integration and Youth. Government of Ireland.

McMonagle. A. (2026) Making Competency Visible: seeing every child through child-centred documentation

Page **12** of **14**

Madonis. B, Brownlie. N. & Angela Murphy. A. (2025) Evidencing Child Led Learning: Innovative Digital Documentation, Childhood Education, 101:6, 46-51, DOI: 10.1080/00094056.2025.2574242 To link to this article: https://doi.org/10.1080/00094056.2025.2574242

McMonagle, A. (2024) *A Suitcase Full of Stories. Pedagogical Documentation for Early Education,* Ireland: Orla Kelly Publishing: p39 (Amazon.com).

MOSAIC Multi-modal Pedagogical Documentation Applications (MOSAIC Educator and MOSAIC Family at www.mosaicearlyed.com)

Schleicher. A. (2025) TALIS Starting Strong 2024: Insights and Interpretations. Summarised from OECD (2025), Results from TALIS Starting Strong 2024: Strengthening Early Childhood Education and Care, TALIS, OECD Publishing, Paris, https://doi.org/10.1787/20af08c0-en.

Rinaldi, C. (2006). *In dialogue with Reggio Emilia: Listening, researching and learning.* Routledge.

Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2004). The Effective Provision of Pre-School Education (EPPE) Project.

Ministry of Education (2017) Te Whāriki. Wellington, New Zealand: New Zealand Government. Available at: https://www.education.govt.nz/early-childhood/teaching-and-learning/te-whariki/ (accessed 17 January 2026).

United Nations (UN) (1989) United Nations Convention on the Rights of the Child, Geneva: Office of the High Commissioner for Human Rights.

Further information:

About the Author:

Avril McMonagle is Founder and CEO of MOSAIC Digital Solutions for Early Education which **provides a range of child centred digital products, training and quality compliance supports for early childhood services and stakeholders**. She is a published author (A Suitcase Full of Stories – Pedagogical Documentation for Early Education 2024, Amazon.

For more see www.mosaicearlyed.com; email info@mosaicearlyed.com or connect at **https://www.linkedin.com/in/avril-mcmonagle**

About MOSAIC Multi-modal Pedagogical Documentation Applications:

The MOSAIC Application is a teaching, learning and assessment platform that demonstrates child perspective in learning.

Designed around internationally recognised curriculum and learning standards for early education and care, the system combines:

- A professional documentation and assessment instrument for educators to recognise and support the holistic wellbeing, learning and development of the individual child
- A digital storybook of interests, strengths and achievements created within a framework of positive dispositions to learn through the combined inputs of the child, the educator and parents
- A regular communication mechanism to connect with and involve parents and family
- Quantifiable evidence of quality teaching and learning practice for external validation purposes.

The variety of professional teaching and learning tools within MOSAIC enables teachers to gain outstanding status for teaching supports, daily care, child well-being and partnership with parents.

-Ends-

McMonagle. A. (2026) Making Competency Visible: seeing every child through child-centred documentation

Page **14** of **14**