

# When Children ‘Own’ Documentation

## Moving from record-keeping to meaningful, multi-purpose documentation involving children



Documentation can be used in a variety of meaningful ways, not just as a record of what has happened. Documentation should be a fluid activity, actively involving children in the process.

If documentation is only used to record “what has been done,” valuable opportunities for deeper learning and child engagement are missed. Documentation should actively support both children’s learning and educators’ practice.

### Children as active participants in documentation

Documentation becomes far more meaningful when children are **actively involved** in the actual process—not only in **creating it** (e.g., choosing work samples or taking/selecting photos, sending voice notes to parents), but also in **using it** as a tool for reflection and progression. When children **revisit their learning, they can discuss, reflect on, and reimagine their experiences.**

#### Children experience:

- Active participation, decision-making and choice
- Understanding of consent
- Visibility of their own learning
- A sense of ownership and pride
- Purposeful and active use of technology (rather than passive consumption)



- I can reflect on and discuss my past experiences/ achievements/contributions
- I can make choices and decisions
- I can describe what I like and what I am good at
- I understand that digital technology is used to communicate
- I can discuss and reflect
- I can engage with technology in a meaningful way
- I can make connections between new learning and what I already know



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# Practical Strategies



## Revisiting e-Storybooks

### As part of key educator reflection:

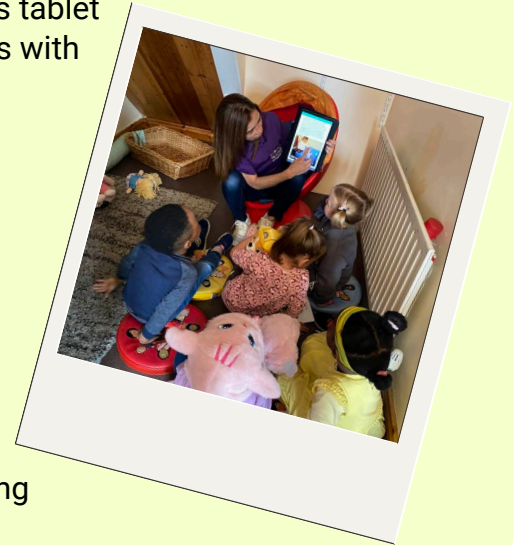
- Provide children with access to their digital storybooks on a class tablet
- Encourage them to find their profile and share favourite moments with peers
- Use small group discussions to reflect on learning.

### Educators can:

- Review each child's stories
- Acknowledge achievements and interests
- Read parent feedback
- Identify ideas for future learning experiences

### Benefits:

- Strengthens children's identity, confidence, and sense of belonging
- Validates their work and experiences
- Promotes meaningful digital literacy for both children and educators



## Creating a Living Wall: 'Our Stories'

- Print selected learning stories and display them in a shared space
- Use the display as a discussion point in small groups
- Add children's comments, reflections, and ideas over time

### Benefits:

- Makes learning visible and accessible
- Encourages ownership and pride in achievements
- Sparks conversations and new ideas for future learning



### To maximise the impact of documentation:

- Involve children in the actual documentation process
- Give children time and space to reflect on their learning
- Regularly revisit documentation together
- Continuously add children's thoughts, ideas, and voices

By using documentation as a living, interactive process rather than a static record, educators can deepen learning, strengthen relationships, and create more meaningful educational experiences.

# Child Participation and Voice

Documentation becomes more meaningful to children when their voice is part of the process. Below are some of the practical ways that members of TribeMOSAIC do this using the child-led MOSAIC Documentation App.

## Exercising choice/decision making and consent

- Enabling children to **choose** which photos they are happy to share on their digital storybook - asking their consent.
- Enabling children to **use technology to photograph/video** things that they find interesting - e.g. the natural environment and using this to shape emergent planning.
- Supporting children to **select and post** their own creative art/areas of interest to their digital storybook. Including their own voice as a description either in a video story or by including the narrative.



## Revisit, Reflect, Reimagine

- Key educators take time to reflect on stories in each child's digital storybook, **validating achievements, reading parent comments and planning new activities.**
- Giving children **time, space and tools** to self reflect.
- Revisiting **learning story displays** and adding children's ideas and comments as on a continuous basis.



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