How to do less documentation

DO

DON'T

DO: Reflect on your current practices: why do you document? who is it for? is it used for the planning cycle and assessment?

DON'T: Keep doing what you have always done, or do what another service does, as what may work for them might not suit you.

DO: Ensure your documentation is meaningful. It should be written holistically and focusing on the learning.

DON'T: Write words on a page that mean nothing, are not planned from, and don't demonstrate learning

DO: Research the requirements from the regulations, national law, national quality standard and learning framework

DON'T: Believe things that other people tell you because there are a lot of myths out there that increase workloads and are not requirements

DO: Think about different ways to reuse documentation so things are not written twice e.g. photocopying/printing and putting in displays with projects or artwork

DON'T: Write the same information in multiple different places, instead cut and paste, copy, photograph displays and file etc.

DO: Work on building relationships so documentation is more reflective of children's true abilities and skills

DON'T: Take endless photos, do lots of supervision and large group experiences that limit engagement with children and real understanding of individual learning

RARE
Early Childhood Support Services