

Each day Cody would [revisit](#) the same space. He described his choice as Writing. Each day he would draw a design for a new RV. Over weeks, pages and pages of [designs accumulated](#) on his clipboard. The designs were [complicated](#) with different levels, pools, ball pits, BBQ areas, gaming rooms etc. Some were created on his [own](#) and some were [collaborations](#) with different classmates. Cody [welcomed](#) any friend who wished to join [his project](#), but was just as happy to [work on his own](#). The project sometimes took on a different [focus depending on who was joining him](#). Some days the drawings became an elaborate [story with characters and events](#) happening in one of his RVs. Some days, he examined the different RVs for their [characteristics and spent time labelling](#) the models. He signed the names of the different friends who joined him on that particular day on his drawings, [giving credit to the members of the group](#) who contributed that day. He worked through problems with different classmates who noticed him struggling and offered [advice](#). He sometimes was [honest](#) that he didn't think the [strategy](#) would work, but could be heard saying, "But let's try it." In time, the project was no longer referred to as writing, but was called the RV center by every member of the class. As an educator, I noticed that the RV was no longer the focus. The project was about [social interaction and self regulating](#), as children chose to work with a boy who made them feel [welcome](#) and [respected their ideas](#). The children always chose to work off to the side in a [quiet nook](#) which was more comfortable for some who chose to join the project. One particular boy was struggling with "his best friend" and began working with Cody as a transition away from a situation that was uncomfortable.

\*\*As an educator, I often wondered what his purpose was. What motivated him? Where was he going with this? Should I intervene and provoke him? How do I decide which direction to move him in? Is that my decision? The fact that there are 4 Frames that I could "Fit this into", makes me worried that my questions may become leading and will change his learning.

\*\*As I watch this project grow and change, I get the sense that it is really not finished, but for Cody's Communication of Learning, I almost feel like I have to wrap it up in my mind to explain it.

\*\*What has this project meant to me as an observer vs what the has the meaning been for the children involved?

What a project means to us as observers often differs from the meaning of the project for children. Children need time to develop relationships with ideas, materials, space and each other. When an encounter develops over months, it is impossible for the educators to document every moment and the experience becomes confusing while all the while remaining interesting. The Problem Solving, Mathematics and Literacy is often obvious to us as educators and because it is easy to identify, we make it our focus. However, if we really listen, children offer us new ways of seeing and thinking about their learning. Over time, the children involved in the RV project wove together dialogues between their personalities and their needs at the time. There was an unspoken understanding that everyone was welcome to come and go when the project served a purpose for them. The child who is new to the class listened for a moment when he could offer advice which allowed him to become part of the community. The child who needed to reconnect with her best friend spent a day writing stories with the RV as the setting. The child who is hesitant to join a larger group found solace with a pleasant, quiet boy who likes to work in the calm space under the table. If documentation is truly pedagogical, we as educators should struggle to find meaning. The RV project has developed over 3 months. Over those 3 months, my understanding of the interactions have evolved and changed over and over. I am still not sure if I truly understand the complexities of the relationships and the learning, but I find comfort in the fact that I took the time and the effort to try. We are researchers alongside the children, developing our theories as we gather information and think deeply about how it speaks to us.

**What if the RV wasn't  
the focus after all?  
What if over time, the  
children were really  
investigating Cody?  
What was Cody  
learning about  
himself?**

**“It meant something  
different depending  
on who I was  
working with”**

**Cody**