

A COMPARISON ON DOCUMENTING YOUNG CHILDREN'S LEARNING OF PRESCHOOL TEACHERS IN JAPAN AND THAILAND

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Research Article

This research aimed to study and compare on documenting young children's learning of preschool teachers in Japan and Thailand. The conceptual framework of research is documenting young children's learning of preschool teacher in 4 aspects: planning, documenting, reflecting, and using the documentation. This study is a survey research. The sampling groups including 62 preschool teachers in Toyama prefecture, Japan in 2017 and 44 preschool teachers in Phitsanulok province, Thailand in 2018. The instrument used to collect data was a questionnaire. The statistics used were percentage and chi-square test.

The findings revealed that

1. Planning: Both Japanese and Thai preschool teachers planned for documentation, while Japanese preschool teachers did higher than Thai preschool teachers.
2. Documenting: Both Japanese and Thai preschool teachers did the documentation according to their plan.
3. Reflecting: Japanese preschool teachers believed that documentation helped them to improve content and activities appropriate to the children, and made them review and develop their own teaching, while, Thai preschool teachers believed that documentation helped them to organize the experiences for the children in accordance with the problems and developments, and helped them know development and learning of children.
4. Using the documentation: Both Japanese and Thai preschool teachers used documentation.

Keywords: Documentation, Preschool Teacher, Japan, Thailand.

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การเปรียบเทียบการทำสารนิทัศน์การเรียนรู้ของเด็ก ของครูปฐมวัยญี่ปุ่นและไทย

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การวิจัยนี้เป็นการวิจัยเชิงสำรวจ มีวัตถุประสงค์เพื่อศึกษาและเปรียบเทียบการทำสารนิทัศน์การเรียนรู้ของเด็กของครูปฐมวัยญี่ปุ่นและไทย ครอบแนวคิดที่ใช้ในการวิจัย คือ การทำสารนิทัศน์การเรียนรู้ของเด็ก ประกอบด้วย 4 ด้านคือ การวางแผน การทำสารนิทัศน์ การไตร่ตรอง และการใช้สารนิทัศน์กลุ่มตัวอย่างที่ใช้ประกอบด้วย ครูปฐมวัยญี่ปุ่น จำนวน 62 คน อยู่ในจังหวัดโทไยามะ ปี พ.ศ. 2560 และ ครูปฐมวัยไทย จำนวน 44 คน อยู่ในจังหวัดพิษณุโลก ปี พ.ศ. 2561 เครื่องมือที่ใช้เก็บรวมรวมข้อมูลเป็นแบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ร้อยละ และการทดสอบโคสแคร์

ผลการวิจัย พบว่า

1. ด้านการวางแผน พบว่า ครูปฐมวัยญี่ปุ่นและไทยมีการวางแผนการทำสารนิทัศน์ โดยที่ครูปฐมวัยญี่ปุ่นมีการวางแผนสูงกว่าครูปฐมวัยไทย
2. ด้านการทำสารนิทัศน์ พบว่า ครูปฐมวัยญี่ปุ่นและไทยมีการทำสารนิทัศน์ตามแผนที่วางไว้
3. ด้านการไตร่ตรอง พบว่า ครูปฐมวัยญี่ปุ่นเชื่อว่าสารนิทัศน์ ช่วยปรับปรุงเนื้อหาและกิจกรรมให้เหมาะสมกับเด็ก และทำให้พวกรเข้าใจทบทวนและพัฒนาการสอนของตนเอง ในขณะที่ครูปฐมวัยไทย เห็นว่าสารนิทัศน์ช่วยให้จัดประสบการณ์ได้สอดคล้องกับปัญหาและพัฒนาการของเด็ก และยังช่วยให้รู้พัฒนาการและการเรียนรู้ของเด็ก
4. ด้านการใช้สารนิทัศน์ พบว่า ครูปฐมวัยญี่ปุ่นและไทยนำสารนิทัศน์ที่ทำไปใช้

คำสำคัญ: สารนิทัศน์ ครูปฐมวัย ญี่ปุ่น ไทย

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Introduction

The documentation typically includes samples of a child's work at several different stages of completion; photographs showing work in progress; comments written by the teacher or other adults working with the children; transcriptions of children's discussions, comments, and explanations of intentions about the activity; and comments made by parents (Katz & Chard, 1996, p. 2). Documenting children's learning may be one of the most valuable skills a teacher can develop today. A teacher who perceives how children learn and can then help others to see the learning can contribute significantly to the child's development (Helm, Beneke & Steinheimer, 1998). Through documentation the teacher can make it possible for others to see the learning that take place when developmentally appropriate teaching occurs. Documentation also provides the evidence needed for reliability assessing progress, for meeting accountability requirements, for monitoring individual students' growth and development, and for program evaluation (Helm, Beneke & Steinheimer, 1998). It seems to us that high-quality documentation of children's work and ideas contributes to the quality of an early childhood program in at least six ways were 1) enhancement of children's learning 2) taking children's ideas and work seriously 3) teacher planning and evaluation with children 4) parent appreciation and participation 5) teacher research and process awareness and 6) children's learning made visible (Katz & Chard, 1996, pp. 2-5). In addition, Helm, Beneke & Steinheimer (1998) said the benefit of documenting young children's learning were 1) meeting accountability demands 2) becoming better teachers 3) meeting diversity challenges 4) involving children and families and 5) providing a vehicle for reflection.

Seitz (2008) mentioned the type of documentation consists of; 1) teacher's description and overview of an event/ experience/ skill development, 2) photographs of children at work, 3) samples of children's work, 4) children's comments in writing or as recorded by teacher, 5) teacher or parent comments about a classroom event, 6) teacher transcriptions of conversations during small group time when children are exploring a new topic, and 7) important items or observations relating to an event/ experience/ development. While, Helm, Beneke & Steinheimer (1998) identified the type of documentation were 1) project narratives 2) observation of child development 3) individual portfolios 4) individual and group products and 5) self-reflections of children.

Helm, Beneke & Steinheimer (1998) proposed the steps to documenting young children's learning conclude 1) gathering materials and equipment 2) identifying curriculum objectives 3) planning for documentation 4) setting reasonable goals for documenting and anticipating displays. Accordance with Seitz (2008, p. 92) explained the stage of documenter including; 1) deciding to document, 2) exploring technology use, 3) focusing on children's engagement, 4) gathering information, 5) connecting and telling stories, and 6) documenting decision making.

However, "documentation" is common in Japan as the useful tool to explain to parents what children are learning during play. Early childhood education professionals also use it to reflect their practice (Kitano, 2016). As in Thailand, the guidelines for organizing children's experiences in early childhood education curriculum that require early childhood teachers to do a documentation by collecting data about the development and learning of each individual to be considered for use as benefits to child development and classroom research (Ministry of Education, 2018). Therefore, this research aims to investigate the documenting young children's learning by preschool teacher in Japan and Thailand. The results of this research will give the best practice of documenting young children's learning that can be applied in Thailand.

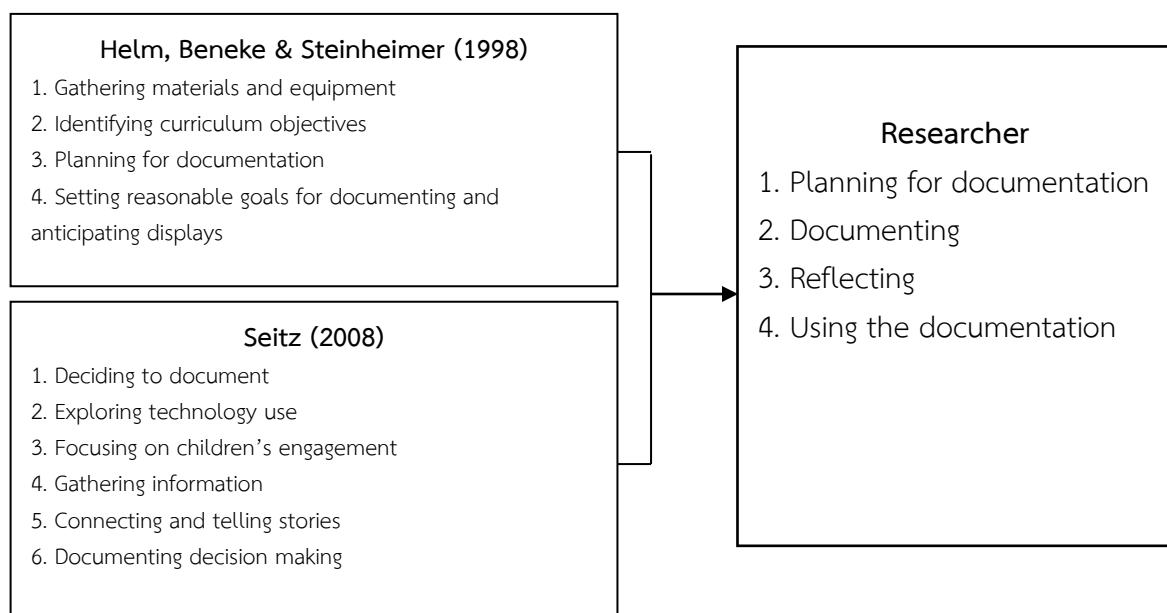
The purpose

This research aim to study and compare on documenting young children's learning of preschool teacher in Japan and Thailand in 4 aspects: planning, documenting, reflecting, and using the documentation.

Theoretical Framework

The meaning of the documentation for this study is evidence or information that reflects the development and learning of young children resulting from the learning experiences in daily activities and classroom activities including photographs, children's works, video tapes, children's comments, observation of child developments, and lesson plans.

This study employs the theoretical framework based on the steps to documenting young children's learning propose by Helm, Beneke & Steinheimer (1998) and Seitz (2008) present in the table below.



Procedure

1. Population and samples

1.1 The population was preschool teachers in Toyama prefecture, Japan in 2017 and preschool teachers in Phitsanulok province, Thailand in 2018.

1.2 The sampling groups were chosen by simple random sampling including 62 preschool teachers from 62 schools in Toyama prefecture, Japan in 2017 and 44 preschool teachers from 44 schools in Phitsanulok province, Thailand in 2018

2. Research instrument

2.1 Research Instrument

The instrument was a questionnaire included 3 parts including; 1) The status of the respondents, 2) The documenting young children's learning of preschool teacher in Japan in 4 aspects: planning, documenting, reflecting, and using the documentation, and 3) Open ended form for opinions and additional suggestions.

2.2 Methods and instrument construction

2.2.1 Study the early childhood curriculum and literature on the documenting young children's learning of preschool teacher.

2.2.2 Construct a draft of questionnaire that covering 4 aspects; planning, documenting, reflecting, and using the documentation. There are 15 questions which are closed-ended form.

2.2.3 Propose the drafts of questionnaire to 3 experts for examining and considering its validity on its structure and language clarity. The indexes of item-objective congruence (IOC) have been considered, and then choose a question with an IOC index from 0.67 to 1.00. In addition, the questionnaire was improved and edited according to the suggestions of the experts.

3. Data Collection

3.1 Coordinate with the school administrators and asking them to give a permission to collect the data.

3.2 Collect the data by sending the questionnaire and receiving the responded questionnaire by post.

4. Scrutinizing data and analysis of data

4.1 Select the completed questionnaire for data analysis.

4.2 Find the percentage of each question and compare the differences of doing documentation between Japanese and Thai preschool teachers by using chi-square test.

Research results

The data analysis and data interpretation were presented in the forms of table and explanation in 4 aspects: planning, documenting, reflecting, and using the documentation as table 1-14.

Table 1 The documenting young children's learning of preschool teachers in Japan and Thailand in planning for documentation aspect

Items	Japan (n=62)		Thailand (n=44)		Chi Sq.	Sig.
	Freq.	Percent.	Freq.	Percent.		
1. Planning for documentation						
1.1 Did you make a plan to do documentation?						
(1) No	0	0	7	15.9	10.561	.001**
(2) Yes	62	100	37	84.1		

From Table 1, show that, both Japanese and Thai preschool teachers planned for documentation, representing at 100% and 84.1% respectively. When compared, found that Japanese preschool teachers planned higher than Thai preschool teachers.

Table 2 The documenting young children's learning of preschool teachers in Japan and Thailand in documenting aspect: activities that collected documentation

Items	Japan (n=62)		Thailand (n=44)		Chi Sq.	Sig.		
	Freq.	Percent.	Freq.	Percent.				
2. Documenting								
2.1 Did you do the documentation according to your plan?								
(1) Yes	44	71	29	65.9	.307	.579		
(2) No	18	29	15	34.1				
2.2 Which activities that you collected the documentation from?								
(1) Free play	27	43.5	27	61.4	3.268	.710		
(2) Art	2	3.2	41	39.2	86.378**	.000		
(3) Language	4	6.5	29	65.9	42.435**	.000		
(4) Mathematic	0	0	29	65.9	56.256**	.000		
(5) Outdoor play	3	4.8	31	70.5	50.858**	.000		
(6) Science	0	0	30	68.2	58.959**	.000		
(7) Music and movement	6	9.7	29	65.9	36.795**	.000		
(8) Circle	7	11.3	31	70.5	39.172**	.000		
(9) Didactic game	2	3.2	24	54.4	36.615**	.000		
(10) Routine	4	6.5	23	52.3	28.464**	.000		

From Table 2, show that both Japanese and Thai preschool teachers did the documentation according to their planned, representing at 71% and 65.9% respectively. The Japanese collected the documentation from free play activities (43.5%) at the highest, while Thai collected the documentation from outdoor (70.5%) and circle activities (70.5%) at the highest. When compared, found that Thai collected in all activities were higher than Japanese except free play activities.

Table 3 The documenting young children's learning of preschool teachers in Japan and Thailand in documenting aspect: types of documentation

Items	Japan (n=62)		Thailand (n=44)		Chi Sq.	Sig.
	Freq.	Percent.	Freq.	Percent.		
2.3 What are the types of the documentation that you collected?						

(1) Children's works	11	17.7	44	100	69.755**	.000
(2) Children's photos	18	29	41	93.2	42.913**	.000
(3) Children's audio recordings	1	1.6	4	9.1	3.202	.074
(4) Children's video recordings	1	1.6	16	36.4	23.080**	.000
(5) Noted of children's speech	32	51.6	27	61.4	.997	.319
(6) Lesson plan	38	61.3	30	68.2	4.105*	.043
(7) Noted of teacher reflection on children's works	60	96.8	18	40.9	41.322**	.000

From Table 3, show the types of documentation that preschool teachers collected, the highest percentage of Japanese was noted of teacher reflection on children's works (96.8%), while Thai collected the highest was the children's work (100%). When compared, found that Thai collected 1) children's works, 2) children's photos, 3) children's video recordings and 4) lesson plans, higher than Japanese. As for the noted of teacher reflection on children's works, Japanese collected higher than Thai.

Table 4 The documenting young children's learning of preschool teachers in Japan and Thailand in documenting aspect: timing to collected documentation

Items	Japan (n=62)		Thailand (n=44)		Chi Sq.	Sig.
	Freq.	Percent.	Freq.	Percent.		
2.4 How did you take time to collect the documentation?						
(1) Everyday	15	24.2	7	15.9	.745	.388
(2) 2-3 times/ week	4	6.5	12	27.3	8.706**	.003
(3) 1 time/ week	13	21	13	29.5	1.023	.312
(4) No set the exact time	27	43.5	20	45.5	.038	.846

From Table 4, show the time to collect the documentation, Japanese and Thai preschool teachers didn't set the exact time, representing at 43.5% and 45.5% respectively. When compared, found the difference in 2-3 times per week, with Thai did higher than Japanese.

Table 5 The documenting young children's learning of preschool teachers in Japan and Thailand in documenting aspect: materials that use to collected documentation

Items	Japan (n=62)		Thailand (n=44)		Chi Sq.	Sig.
	Freq.	Percent.	Freq.	Percent.		
2.5 What are the materials and equipment that you use to collect the documentation?						
(1) Anecdotal note	59	95.2	29	65.9	15.621**	.000
(2) Audio tape	1	1.6	2	4.5	.805	.370
(3) Video tape	5	8.1	14	31.8	9.870**	.002
(4) Camera	25	40.3	40	90.9	27.767**	.000
(5) Observation of child development form	7	11.3	26	59.1	27.427**	.000

From Table 5, show the materials and equipment that Japanese preschool teachers used to collect documentation at the highest were anecdotal note (95.2%), with Thai preschool teachers used cameras (90.9%) the most. When compared, found that Thai used 1) video tape, 2) camera, and 3) observation of child development form, higher than Japanese. But, the anecdotal note, Japanese used higher than Thai.

Table 6 The documenting young children's learning of preschool teachers in Japan and Thailand in documenting aspect: the problem on collecting documentation

Items	Japan (n=62)		Thailand (n=44)		Chi Sq.	Sig.
	Freq.	Percent.	Freq.	Percent.		
2.6 Did you meet the problem or difficulty on collecting the documentation?						
(1) No	29	46.8	15	34.1	1.705	.192
(2) Yes; there are	33	53.2	29	65.9		
(2.1) Can't note the data while teaching	8	12.9	20	45.5	14.029**	.000
(2.2) Can't note the speech by the time	6	9.7	15	34.1	9.655**	.002
(2.3) Lack of materials and equipment to collect the documentation	3	4.8	5	11.4	1.570	.210

From Table 6, show that both Japanese and Thai preschool teachers met the problem or difficulty on collecting documentation, representing at 53.2% and 65.9% respectively. The problems encountered by preschool teachers in Japan and Thailand were can't note the data while teaching, representing at 12.9% and 45.5 % respectively. When compared, found that Thai encountered 1) can't note the data while teaching and 2) can't note the speech by the time higher than Japanese.

Table 7 The documenting young children's learning of preschool teachers in Japan and Thailand in documenting aspect: sorting out documentation

Items	Japan (n=62)		Thailand (n=44)		Chi Sq.	Sig.
	Freq.	Percent.	Freq.	Percent.		
2.7 Did you sort out the documentation?						
(1) No	30	48.4	7	15.9	11.948**	.001
(2) Yes; there are	32	51.6	37	84.1		
(2.1) Every day	1	1.6	6	13.6	6.032*	.014
(2.2) Every week	3	4.8	8	18.2	4.927*	.026
(2.3) Every month	18	29	5	11.4	4.729*	.030
(2.4) At the end of semester	11	17.7	18	40.9	6.950**	.008

From Table 7, show that, both Japanese and Thai preschool teachers sorted out documentation, representing at 51.6% and 84.1% respectively. The period of time that Japanese sorted out at the highest was every month (29%), while Thai sorted out at the end of semester (40.9 %). When compared, found that Thai operated higher than Japanese in all items.

Table 8 The documenting young children's learning of preschool teachers in Japan and Thailand in documenting aspect: grouping the documentation

Items	Japan (n=62)		Thailand (n=44)		Chi Sq.	Sig.
	Freq.	Percent.	Freq.	Percent.		
2.8 How did you group the documentation?						
(1) Classified by activity	17	27.4	31	70.5	19.237**	.000
(2) Classified by children's name	15	24.2	18	40.9	3.354	.067
(3) Classified by type of documentation	24	38.7	9	20.5	4.000*	.045

From Table 8, show that, Japanese preschool teachers classified by type of documentation (38.7%) at the highest, while, Thai preschool teachers classified by activity (70.5%) the highest. When compared, found that Thai classified by activity higher than Japanese, while Japanese classified by type of documentation higher than another.

Table 9 The documenting young children's learning of preschool teachers in Japan and Thailand in documenting aspect: keeping the documentation

Items	Japan (n=62)		Thailand (n=44)		Chi Sq.	Sig.
	Freq.	Percent.	Freq.	Percent.		
2.9 Where did you keep the documentation?						
(1) Boxes	0	0	11	25.0	17.295**	.000
(2) Files	46	74.2	39	88.6	3.379	.066
(3) Cabinets	0	0	9	20.5	13.858**	.000
(4) Trays	26	41.9	15	34.1	.668	.414

From Table 9, show that, both Japanese and Thai preschool teachers kept the documentation in the files at the highest, representing at 74.2% and 88.6% respectively. When compared, found that Thai keep in boxes and cabinets higher than Japanese.

Table 10 The documenting young children's learning of preschool teachers in Japan and Thailand in documenting aspect: formats that present documentation

Items	Japan (n=62)		Thailand (n=44)		Chi Sq.	Sig.
	Freq.	Percent.	Freq.	Percent.		
2.10 What are the formats that you present the documentation?						
(1) Newsletter	41	66.1	11	25.0	17.420**	.000
(2) Individual portfolio	6	9.7	27	61.4	32.067**	.000
(3) Documentation board	23	37.1	28	63.6	7.261**	.007
(4) Exhibition	18	29	24	54.5	7.002**	.008

From Table 10, show the format that Japanese preschool teachers presented the documentation at the highest was newsletter (66.1%), while, Thai preschool teachers presented in documentation board (63.6%) format at the highest. When compared, found that Thai made 1) individual portfolios, 2) documentation boards and 3) exhibitions higher than Japanese, while Japanese made newsletters higher than another.

Table 11 The documenting young children's learning of preschool teachers in Japan and Thailand in reflecting aspect: documentation and teaching

Items	Japan (n=62)		Thailand (n=44)		Chi Sq.	Sig.
	Freq.	Percent.	Freq.	Percent.		
3. reflecting						
3.1 How did the documentation help you on teaching?						
(1) Organized the experiences for the children in accordance with the problems and developments	32	51.6	41	93.2	20.742**	.000
(2) Organized the activities to meet the needs of individual child	44	71	31	70.5	.003	.954
(3) Improve the content and activities appropriate to child	51	82.3	34	77.3	.403	.526
(4) Assess my own teaching	32	54.8	31	70.5	3.789*	.052

From table 11, show that Japanese preschool teachers believed that the documentation helped them to improve the content and activities appropriate to child (82.3%) at the highest, while, Thai preschool teachers believed that the documentation helped them to organize the experiences for the children in accordance with the problems and developments (93.2%) at the highest. When compared, found that Thai believed that the documentation helped them to organize the experiences for the children in accordance with the problems and developments higher than Japanese.

Table 12 The documenting young children's learning of preschool teachers in Japan and Thailand in reflecting aspect: learning from documentation

Items	Japan (n=62)		Thailand (n=44)		Chi Sq.	Sig.
	Freq.	Percent.	Freq.	Percent.		
3.2 What did you learn from doing the documentation?						
(1) Development and learning of children	47	75.8	43	97.7	9.649**	.002
(2) Planning of teaching in advance	46	74.2	35	79.5	.409	.522
(3) Review and develop my own teaching	53	85.5	28	63.6	6.816**	.009
(4) Communication with teachers, parents and child involved	31	50	36	81.8	11.204**	.001

From Table 12, show that, to reflecting the documentation made Japanese preschool teachers review and develop their own teaching (85.5%) at the highest, while, Thai preschool teachers believed that reflecting documentation helped them to know the development and learning of children (97.7%) at the highest. When compared, found that Thai believed that reflecting documentation helped them to 1) know the development and learning of children, and 2) communication with teachers, parents and child involved higher than Japanese. However, Japanese indicated that reflecting documentation helped them to review and develop their own teaching higher than Thai.

Table 13 The documenting young children's learning of preschool teachers in Japan and Thailand in using the documentation aspect: using the documentation

Items	Japan (n=62)		Thailand (n=44)		Chi Sq.	Sig.		
	Freq.	Percent.	Freq.	Percent.				
4. Using the documentation								
4.1 Did you use the documentation?								
(1) No	1	1.6	0	0	.716	.397		
(2) Yes; For	61	98.4	44	100				
(2.1) Lesson planning	42	67.7	33	75.0	.655	.418		
(2.2) Improve classroom environment	48	77.4	11	25.0	28.654**	.000		
(2.3) Promote Children individually	41	66.1	39	88.6	7.043**	.008		
(2.4) Child development assessment	53	85.5	38	86.4	.016	.898		
(2.5) Communicate with teachers, parents and children involved	34	54.8	42	95.5	20.922**	.000		
(2.6) Improve the activity (teaching)	35	56.5	27	61.4	.256	.613		
(2.7) Compare child development with theory	18	29	7	15.9	2.459	.117		
(2.8) Compare child development with the aim of the curriculum	12	19.4	24	54.5	14.210**	.000		

From Table 13, show that, both Japanese and Thai preschool teachers used the documentation, representing at 98.4% and 100% respectively. Japanese used documentation for child development assessment (85.5%) at the highest, while, Thai used documentation to communicate with teachers, parents and children involved (95.5%) at the highest. When compared, found that Thai used documentation to 1) promote children individually, 2) communicate with teachers, parents and children involved, and 3) compare child development with the aim of the curriculum higher than Japanese. However, Japanese used documentation to improve classroom environment higher than another.

Table 14 The documenting young children's learning of preschool teachers in Japan and Thailand in using the documentation aspect: using documentation to communicate

Items	Japan (n=62)		Thailand (n=44)		Chi Sq.	Sig.		
	Freq.	Percent.	Freq.	Percent.				
4.2 How did you communication with teachers, parents and child involved?								
(1) Discussions about child development together								
(1) Discussions about child development together	53	85.5	31	70.5	3.534	.060		
(2) Provide information to parents about child development	15	24.2	43	97.7	56.163**	.000		
(3) Using data from the documentation in helping and promoting child development together	45	72.6	38	86.4	2.878	.090		

From Table 14, show that, Japanese preschool teachers used documentation to communicate with teachers, parents and child involved by discussions about child development together (85.5%) at the highest. But, Thai preschool teachers used documentation to provide information to parents about child development (97.7%) at the

highest. When compared, found that Thai used documentation to provide information to parents about child development higher than another.

Discussion

From the research results, can be discussed as follows;

1. Planning: Both Japanese and Thai preschool teachers planed for documentation, which, Japanese preschool teachers planned higher than Thai preschool teachers. This is probably because Thai preschool teachers became more interested in documentation. In Thailand, the experience guide has been provided in the curriculum manual that should be do the documentation by collecting data about the development and learning of each individual to be considered in order to early childhood development (Ministry of Education, 2018 p. 62). Therefore, it is causing Thai preschool teachers start doing more documentation, consistent with the research of Nartpinit (2010, p. 94) found that Thai preschool teachers did a documentation with planning. However, preschool teachers in Japan planed for documentation higher than in Thailand, because "documentation" is common in Japan for preschool teachers (Kitano, 2016). Therefore, Japanese preschool teachers are more systematic to do, while Thai preschool teachers do not complete all step of the documentation (Nartpinit, 2010, p. 94).

2. Documenting: Both Japanese and Thai preschool teachers did the documentation according to their planed, the types of documentation that preschool teachers collected, the highest percentage of Japanese was noted of teacher reflection on children's works, while Thai collected the highest was the children's work. When compared, found that Thai collected 1) children's works, 2) children's photos, 3) children's video recordings and 4) lesson plans, higher than Japanese. As for the noted of teacher reflection on children's works, Japanese collected higher than Thai. In accordance with Nartpinit's research (2010, p. 94) found that Thai preschool teachers kept the documentation as artwork and photography. And, they think that taking notes is complicated and doesn't have enough time to do so, with a large number of children per class and having other workloads. On the other hand, Japanese preschool teachers have a small number of students per class, and they normally use observation and behavior recording while children do activities. So, the materials and equipment that Japanese preschool teachers used to collect documentation at the highest were anecdotal note, with Thai preschool teachers used cameras the most.

Furthermore, both Japanese and Thai preschool teachers met the problem or difficulty on collecting documentation. The problems encountered by preschool teachers in Japan and Thailand were can't note the data while teaching. However, I believe that this problem should be solved because the behavioral recording of children is very important. Tantiphalachewa (2007) states that the data recorded from the observation of the children's behavior by the teacher will be the information that helps to explain about the whole child,

indicating the child's physical, mental, social and intellectual development. In accordance with Warash's research (2005) found that the observation, note taking, and photography that took place in the classroom were very helpful, helping teachers understand what and how children learn.

3. Reflecting: Japanese preschool teachers believed that documentation helped them to improve content and activities appropriate to child, and made them review and develop their own teaching, while, Thai preschool teachers believed that documentation helped them to organize the experiences for the children in accordance with the problems and developments, and helped them know development and learning of children. As Helm, Beneke & Steinheimer (1998, p. 15) indicated that documentation provides the evidence needed for monitoring individual students' growth and development, and for program evaluation. In accordance with Katz & Chard (1996, pp. 2-5) said that high-quality documentation will enhance of children's learning, and help teachers to plan and evaluate with children. Moreover, early childhood education professionals also use it to reflect their practice (Kitano, 2016).

4. Using the documentation: both Japanese and Thai preschool teachers used documentation. Japanese used documentation for child development assessment and communicate with teachers, parents and child involved by discussions about child development together, while, Thai used documentation to communicate with teachers, parents and children involved to provide information about child development. The research shows that Thai used documentation for less benefit only provides information about child development to parents, consistent with Nartpinit (2010, p. 96) who found that preschool teachers were not able to use documentation to communicate with parents in various ways. Similar to Kohkong (2002) found that preschool teachers only send the work of their children to parents to know the child's development. Whilst, Japanese preschool teachers use documentation for assess children development and discuss with parents about child development, as Kitano (2016) said that documentation in Japan as the useful tool to explain to parents what children are learning during play.

Recommendation

1. Research should be conducted on how to use documentation to develop children in various areas in order to effectively promote children development.
2. Research should be conducted on documentation made to comply with the context of each school, and teachers can apply it as appropriate.

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