Editorial

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Over the past two decades, pedagogical documentation has undergone a series of conceptual and interpretative transformations, shifting from a practice intimately tied to the pedagogical project of Reggio Emilia into a globally circulating and increasingly institutionalized practice that traverses policy frameworks, professional discourses, and academic research across diverse educational and cultural contexts. Paradoxically however, its acceptance works against the richness of its thinking. This paradox has allowed and facilitated documentation's implication in neoliberal logics of accountability, standardization, and developmental matrices, raising further concerns about the ways in which its critical and generative potentials may be foreclosed.

The story of documentation cannot be told solely through its institutionalization or its instrumentalization, and less so through its ideological deracination and depoliticization. Alongside these developments, and in their many tensions and contradictions, inventive theorizations nonetheless continue to emerge. These invite us to think of documentation, not as mere representation, but as a living force generative of new pedagogical possibilities. They situate documentation within questions of politics, ethics, and ontology, pushing it to contest the descriptive and evaluative and toward the propositional and projective.

The contributions to this special issue take up this challenge. Coming from diverse perspectives and contexts, this collection of articles responds to a call to consider how pedagogical documentation might be taken up as a praxis for generative struggle where disparate conceptualizations intersect to open new possibilities for pedagogy and pedagogical initiatives—ones that are importantly not always already overdetermined.

Although each article in this collection may be read on its own, I invite the reader to attend to the ways in which their ideas move toward and with one another, crossing editorial boundaries and unsettling the neat enclosures of format. In doing so, the collection resists the isolation of intellectual or pedagogical silos and instead begins to breathe with the dialogical (heteroglossic and polyvocal) spirit of documentation itself.

These *dialogical crossings* can be indicated also as multiplying possibilities for thinking documentation—possibilities that are proliferated and written at the margins of the text and by the act of reading. Among the many possible crossings, two desires stand out: one to complexify and trouble the ways in which documentation is currently taken up in liberal and neoliberal terms, and another to keep inventing and expanding in cultivating documentation as a practice that finds its vitality in the cross-pollinations between pedagogical and artistic practices.

Dialogical crossings invite you to weave into them your own desires, and to compose therein new possibilities, then to linger in the resonances and frictions that emerge and to welcome the inevitable questions that are opened, and further possibilities beyond.

In "Pedagogical Documentation: A Key for Change and Transformation," Gunilla Dahlberg and Ingela Elfström discuss three forms of conceptualizing documentation as a resistance to neoliberal discourses. In doing so, they remind us of how pedagogical documentation must be kept in motion, continually unsettled and reimagined in light of novel encounters, new contexts, and emerging perspectives. If it becomes fixed, we risk diminishing the very depth and vibrancy of children's lives: their inventive theories, unfolding capacities, and affective intensities, and the hopes woven into their everyday worlds.

In "Restoring Pedagogical Vitality: Restitching Documentation, Pedagogy, and Progettazione," Veronica Pacini-

Ketchabaw and I propose two interconnected moves. First, we introduce a *conceptual stitch* that reweaves documentation—both relationally and conceptually—back into pedagogy and progettazione. Second, drawing from our work creating nonrepresentational pedagogies in Ecuador, we suggest four ideas for rethinking documentation within this stitched conceptual frame. Our intention here is not to resolve complexities or offer neat solutions to the entrenched forces of normative sedimentation, with all the contradictions they carry. Instead, it is a gesture of care for a practice and a concept that, we contend, is at risk of unravelling in neoliberal capitalism.

Bo Sun Kim echoes similar concerns and questions in "Embracing Transformation: Ethical Practices in Pedagogical Documentation." Kim insists that documentation is not a model or best practice but a force that interrupts linear narratives, sustains hesitation, and gestures toward new ways of living pedagogy. To do so, the article calls for loosening documentation from developmentalist and child-centered logics that limit its potential by positioning the child as the sole author of meaning. Instead, documentation is proposed as a shared and situated endeavour—relational, ethical, and temporal—where educators and children think, act, and respond together.

Emmanuelle Fincham's "It's Not All Objectivity and Development: Documentation Dilemmas and Discoveries in a Toddler Classroom" offers insights from her many years' work as an early childhood educator and from teaching future early childhood educators in the U.S. context. The article shares a journey of critically reconceptualizing documentation and imagining possibilities for practice and teacher education that push back against and resist policies and regulations that reduce children's experiences to outcome-based data.

In "What Haunts Pedagogical Documentation? Speculating With Data-Ghost(s)," Jo Albin-Clark works with the concept of data-ghost(s) to remind us that pedagogical documentation, like many practices of inquiry, might be haunted by what has been disregarded, silenced, or left unrecorded. In these hauntings, absence does not signal emptiness but rather is a call, an invitation to dwell with the traces of what could not be contained. This "ideas from practice" article invites the reader to stay with the ghosts, to allow the data that troubles and refuses resolution to generate other possibilities for thinking education. If we listen carefully, these ghosts may not only disturb but also guide shifts in what becomes possible for classroom practices and teacher education now and in the future.

In "Transcending Written Constraints: Attending to Vitality Through Photography in Pedagogical Documentation," Catalina Baeza Hidalgo proposes that documentation does not begin when we write, categorize, or define. It begins earlier, in the spark of a child's gesture, a fleeting comment, or an unexpected encounter that unsettles our perception. The article proposes that photography, in this practice, creates space for those sparks—before they are fixed into meaning. What interests Baeza Hidalgo is less photography itself than its transformative effect on interactions with children and colleagues. Here photography is taken up as a language that resonates with the felt, that loosens rigid habits of thought and keeps open the possibility of being moved by what we did not know we were capable of noticing.

This special issue concludes with the voice and the promise of a future early childhood educator. Emily Meers's "The Work of Art+Documentation as Material+Art as Event" offers the experience of her capstone project to invite us to consider the relation between the work of art and documentation. Through this article she considers the ways in which we might rethink what art and documentation *do* when we notice the agentic potential that exists in working with traces of documentation. By tracing and thinking what documentation as a material can do, Meers brings attention to "the processes of (re)creation" that take form in the midst of ideas, art, materials, documentation, and children's interconnections as they collectively create and affect one another.

At this juncture—more than twenty years into its global circulation—pedagogical documentation continues to call for critical thought, inventive practice, and collective experimentation. This special issue insists on documentation

as a praxis—a response and a search—entangled with deep pedagogical responsiveness, interpretative inventiveness, desire, relationality, and futurity. Its force lies not only in what it records or represents but in what it sets in motion: dialogues, ideations, and nondeterministic pedagogies.