

**Kindergarten Matters:
Re-imagining Literacy and Mathematics Throughout the Day
Re-imagining Learning Through an Inquiry Stance**

[music]

[Text on screen]: Re-imagining Learning Through a Inquiry Stance

[educators sit around a table]

EDUCATOR 1: We see how this really is about relationships, and, you know, relationship with self, in, in that the children become self-reflective, we've become self-reflective. Relationships with each other...

[Text on screen]: thinking about co-constructing learning

EDUCATOR 1: ...relationships with materials, relationships with inquiry.

EDUCATOR 2: Relationships with their parents, families.

EDUCATOR 1: You know, and, and so, when we think about growth and, and learning, I think that occurs through those relationships because it's through those experiences that we can gain multiple perspectives on, on the work. You know, the, the children are so excited when their families are invited to share in the experience, and, you know, our own experience is, is deepened when we can take time to have conversations with each other because we're constantly living with questions.

[Text on screen]: thinking about being in an inquiry stance

EDUCATOR 1: You know, when, when we take that inquiry stance, we're kind of agreeing to, to live with questions on a daily basis.

EDUCATOR 3: Yeah, like we have to kind of put ourselves in the spot that we expect the kids to be in, when they're in an inquiry. We want them to wonder and come up with theories and not be afraid to research, and that's what we need to do. We can't be afraid. We don't know everything, like we can't, we don't expect them to, so we can't expect the same of ourselves.

EDUCATOR 2: A lot of the times we're learning with them and from them.

EDUCATOR 1: They will see things in ways that, that we would never think of, and that is, is pivotal for, for learning.

EDUCATOR 4: Just in listening to you and in conversation with you, your willingness to be open and to wonder with the kids, so, all of the learning that happens, you're right there with them, and it is very relevant and the kids were able to make connections, and

then you're building on that together. So it's not, you're not pushing anything on them, really you're just extending whatever it is that they're thinking about and wondering about at the time, and it's so much more meaningful and valuable and that's where you see the learning coming through in all these different places, because it's something that they're living with, because you're living it with them right there.