

**Kindergarten Matters:
Re-imagining Literacy and Mathematics Throughout the Day
Reflections on Learning - Lucy West**

[Music]

[Text on screen]: Reflections on Learning: Lucy West

[Lucy West stands at a podium, on stage]

LUCY WEST: Student thinking, and if you're going to give feedback to students, one of the most important things you can do is find out what they're thinking. If you don't know what somebody's thinking, then how do you give them feedback? If you don't know why they're doing what they're doing, how, what feedback are you going to give them? Some feedback that's in your head? Some feedback that tells them to do what you want them to do? Most teaching is about getting kids to do what the teacher wants them to do, it is not about understanding where kids are, meeting them there, and then inviting them to move to the next level, based on how they think. Not in how the teacher thinks. So the teacher's job is actually to understand how students think, not to get the students to think about how they think. How well do the adults in your setting listen to one another, with an ear toward understanding and possibility? So are we, like, I've got my point of view, you keep your point of view, and we will agree to disagree and just stay stuck in our status quo? Or are we going to get to the point where we can actually hear each other's point of view and then search and look for evidence as to who's points of view is actually working with whom, when, under what circumstances, in terms of student achievement, in terms of what pedagogical strategies work best. And, finally, my hypothesis, is it possible that the quality of adult discussions are mirrored in the quality of classroom discussions?