

**Kindergarten Matters:
Re-imagining Literacy and Mathematics Throughout the Day
The Instructional Core**

[Background Music]

[Text on screen]: The Instructional Core

NARRATOR: Educational researcher, Steven Katz, encourages us to think about learning as a shift in thinking and action. Part of the shift in thinking and action for educator teams is to consider the connected and interdependent relationship between the learner, the learning environment, and the learning. Richard Elmore refers to this as the instructional core. Pedagogical documentation plays a significant role in reflecting the learner and informing future pedagogical moves. Let's listen in to the educators from the previous video segments discussing the thinking that informed the classroom practice just viewed.

[Text on screen]: Re-imagining Learning

[educators sitting around a table]

EDUCATOR 1: How do we know that the children are learning? Because when I first started, I felt like I had to document what they had done, what they had to say about it, to prove that they're learning. So I think that was a huge hurdle for me to get over, was just to kind of think about how are they learning?

EDUCATOR 2: So, when we look at children's learning, we, we look at what they're saying, what they're doing, and how they are representing it. And I think, today, we had some really keen ideas that came from the children. We look at the one little boy that was working on building his structures, and he had that sustained focus.

EDUCATOR 3: Well he was solving, he was solving problems as he was working, right? So something would happen, he would make a move, correct, and move on from there, right?

[Text on screen]: thinking about moving from activities and tasks to a focus on materials that promote thinking and problem solving

EDUCATOR 3: He just, he was problem solving as he was going and that's why he was so engaged, because he had something, you had challenged him, and he was trying to work through that.

EDUCATOR 1: Well, and, and what he was building kept breaking. It fell apart three times before he decided to change his, his structure a little bit. So he went from using, he went from a rectangle, with blocks, to a square, so he made his structure smaller, and it had less intersections in it. And so that immediately made it sturdier, and, so he

just kept building and it broke again, but I think that resiliency, like he was so focussed and he had, he had his idea, and he just, he wanted to make it happen.

[Text on screen]: thinking about inquiry as a stance

EDUCATOR 1: But he kept thinking back to, okay, well, last time it broke because of this, so then he'd fix it, and then he'd kind of make another mistake, and then it would fall apart, as it got higher, it'd start to fall down, and so he just kept kind of reflecting on what he had done in the previous trial, and fixing it, and then, so it kept going like that. And finally, when we came back from lunch, he said, remember that thing? That I was trying to build? Well look! I just built it! And it had been standing for about 20 minutes already. So no one was allowed to touch the table [laughter].

EDUCATOR 2: He had, he had, he had his success.