

## **Building Relationships Between Contexts and Perspectives**

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>> The following video segments are intended to provoke your thinking as educator teams about learning. We invite you to position yourself in a learning stance and consider these questions as you reimagine literacy and numeracy throughout the day.

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### **Living with Questions in an Inquiry Stance**

>> Like not too long ago, our room had just kind of become, like I said before, stagnant.

So our morning circle was just about how can we use these materials again in a new way? So we got a box of blocks out that the kids had been playing with every day, and I just pulled a pile out and said what can we do with these?

And it just happened to be a bunch of blue and a bunch of purple, so it got into patterning. Then they said well, why don't we make a pyramid? So then we started making a pyramid. And just, I think them seeing us kind of play with the materials was really helpful. Because then after that, we said okay that's when we challenge them to chose a material that they might not have used in a while, or that they've never played with before. Just go out and look at it, and play with it, and see what happens.

And we've had some of the most amazing creations and questions and discoveries that we've had in a long time.

>> We see how this really is about relationships, and relationship with self in that the children become self-reflective. We've become self-reflective. Relationships with each other. Relationships with materials. Relationships with inquiry.

>> Relationships with their parents and families.

>> Yeah.

>> And so when we think about growth and learning, I think that occurs through those relationships, because it's through those experiences that we can gain multiple perspectives on the work. The children are so excited when their families are invited to share in the experience, and our own experience is deepened when we can take time to have conversations with each other. Because we're constantly living with questions. When we take that inquiry stance, we're kind of agreeing to live with questions on a daily basis.

>> 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. We don't expect them to, so we can't expect the same of ourselves.

>> A lot of the times we're learning with them and from them.

>> Well and because they're learning from each other.

>> Oh.

>> And they will see things in ways that we would never think of, and that is pivotal for learning.

>> 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 that 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.

## **Assessment For, As and Of Learning through Pedagogical Documentation**

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>> When we really started to share documentation with children and invite multiple perspectives, assessment for As and Of Learning really came together in one experience. And you know it's very easy for us now to look back, you know, and we always change roles. Like one of us will be, you know, recording and thinking. It's very easy now to look back on that documentation and, you know, I think at the beginning it was what to do after the experience and now it's like what not to do.

>> Um hum.

>> There's so much there--

>> Yeah.

>> you know that really there's so many directions we could go to support their, them in further learning. It's just deciding now the best place to go.

>> Um hum. Yeah.

>> You know?

>> And I think too like Trudy was talking about how they document their own learning, that's bringing self assessment in every day, almost in everything that they do.

>> Um hum.

>> When your students go back and they look at the learning that's taken place from a long time ago, they know it. They're proud of it. They own it. They can talk about it. And

I think that that is just one of the most amazing things. When you take a look around this room you see lots of examples of documenting children's learning and know you've been on quite a journey with pedagogical documentation. Can you share some of that journey with us today?

>> Um hum. Well we started at the beginning of the year taking pictures, you know of what the children were working on and what they wanted to show us.

>> Um hum.

>> But then I started taking photos of things that I wasn't expecting. For example, one day we were playing with the boxes and the children were standing in the boxes. And I couldn't understand why they were standing in the boxes. And they said well we're in the elevator. And I said oh okay, and I hadn't realized that's part of their experience.

>> Sure.

>> So that was wonderful and they were counting the floors as they went on the elevator and down the elevator. And then they would talk about getting in the elevator together and how many could fit in the elevator. So I took pictures of this and I've shown them, shared that with them and we've been able to talk about it and have discussions since. And a similar episode happened remember the day when they found the fish?

>> Yeah [inaudible] the snow piece looks like a fish. This looks like exactly a fish and we just put it in the container and we let it get melt and the next day when they, they were so interested in sitting in a circle and looking at the piece of snow but it just looked like a fish.

>> And we predicted I think, we--

>> How long it would take to melt.

>> How long it would take, yes.

>> Because some of them said 100 days. We had imagined that this snow fish would just melt into water. And when we came back the next day there was actually an outline of the fish made by dots, and that was a surprise to us.

>> Yes I was surprised too.

>> And it wasn't what we expected. So by documenting the process, it was wonderful because it was something that wasn't planned and to see their responses. So all of the sudden you know we had comments like when it melted the dots made the shape of the fish. And then their hypothesis like maybe the dirt was behind it and when it melted the dirt was inside the water. So they really were figuring that out. And it was something that we just couldn't have planned to happen.

>> Yeah and one of the child say maybe the fish melted or they jumped out and they went back outside again.

>> They do have these working theories--

>> They do.

>> about why things happen and you can certainly see the evidence of that. And it's so important to have that captured so that you can revisit that with the children. And I think that you've mentioned how critical it is for the children that you have in this classroom--

>> Yeah.

>> to revisit their thinking over and over again in order for it to go deeper.

>> Um hum.

>> When we took out the cameras this morning I had him revisit why he took that picture. And so this is amazing. So what he had to say was, he was concentrating. So he took this picture because he liked the way that he was concentrating.

>> So he took the picture of this child because he saw the value in what he was doing.  
>> Exactly. And by giving them the cameras, they're able to capture someone else's learning.  
>> Um hum.

## **Studying Co-Constructed Negotiated Learning: Spiral Story**

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>> So this year we've, you know, had a lot of documentation collected and shared but Spiral Story has been particularly special.

>> Um hum. I think the thing that I like the most about it is that I really feel like I had some ownership over this piece. You do a lot of the documentation but this one we did together so I think that was a really special one for us and I think it's such a beautiful study of, you know, of their learning and I think it was really, the way that it started like that we had the chance to just, you know, play with the materials and see what they could do and then to see what the children did with it from there was really quite amazing.

>> I think it, and it also, like we really shared a problem with the children. You know we had noticed that, you know they weren't using the materials in complex ways and I think, you know, in the past we might've tried to solve that problem in, within ourselves--

>> Right.

>> but we offered it back to them and shared that and wondered with them, you know, what can you do with these materials? And it started off so, so simply.

>> Yeah. Well I never thought that just that little bit of work with them on the carpet would end up in something so complex.

>> Um hum.

>> And I loved all the multiple perspectives, their different thoughts and that they all saw something different in it.

>> Um hum. And this was a real, you know, awakening for us with some of the children who may not be quoted--

>> Um hum.

>> in the documentation but that their learning is captured in different ways. And I just think about Scott in particular, you know from the beginning of this work he wasn't participating in the conversation.

>> Um hum.

>> And we wondered about that. And I think we were valuing participation and conversation--

>> Definitely. Yeah.

>> and thinking of participation as engagement and how wrong we were.

>> Um hum. Yeah I think sometimes we were maybe overlooking the work that he was doing because he wasn't putting up his hand and participating. And so it just goes to show what, you know what we were valuing.

>> Um hum.

>> And that came through in our documentation too. So I think you know to be, to really listen to them and see what they have to show us is so much more important.

>> Um hum. Like it wasn't really until I saw this piece come together that I thought there's Scott. There's Scott again.

>> Um hum.

>> Now he's revisiting again, and what does that mean? And I think what changed for us is documentation became more of a study--

>> Definitely.

>> And less of a story.

>> Yeah.

>> When we think about how do we know the children are learning, one thing we often see in the classroom is revisiting--

>> Um hum.

>> Of learning and you know how children who might not been a part of an experience will enter in in other ways.

>> Right.

>> You know and just to see when Matthew made the connection and started finding spirals on a different day and how this story just started to really unfold within the classroom and how excited everyone was--

>> Um hum.

>> to be a part of it.

>> And every child truly was a part of this inquiry--

>> Um hum.

>> in some way, you know?

>> But not all at the same time.

>> No.

>> And not all in the same way.

>> Um hum.

>> So I'm thinking of, you know when the decision was made to start building, it was Jacob's idea.

>> Um hum.

>> And that was a very powerful experience that day to see how Jacob started to construct the spiral but others were invited in to the work.

>> Well and the fact that the other children were playing on the carpet already and they had things that they were working on. So Jacob had to go and ask them--

>> Um hum.

>> is it okay if we all do this together?

>> Um hum.

>> and that they all wanted to and nobody said no I'm already working here, you know, that they--

>> Well--

>> that they all wanted to be a part of it.

>> And the entire experience ended up being negotiated--

>> Um hum.

>> because it ended up involving many of the classroom materials. So you know other children had to decide, you know, to value this--

>> Right.

>> this group learning that was unfolding. And I was amazed to see how children weave in and out of the play.

>> Um hum.

>> And how the entire group, you know, really comes to share in the experience. And I think what was so moving for me you know that's revealed in the documentation is even though Jacob initiated the work, when it was complete and they were all kind of standing and admiring their work, Jacob said this is the best thing we've ever made.

>> Um hum.

>> You know so somehow in his mind he made a shift that, you know, he no longer took ownership--

>> Yeah.

>> of the work but he shared that.

>> It belonged to everybody.

>> And I think that really speaks to the collaboration that takes place in the classroom.

>> Um hum.

>> You know and then just how a few days later other children wanted to represent that same thinking differently again.

>> Um hum. Yeah I never thought that simple S would've turned into--

>> Um hum.

>> this. And then to have it go on--

>> Um hum.

>> days later was pretty amazing.

>> I think like this piece of documentation was also, you know, one that families really could come to understand and appreciate the learning not only of their own child but of the group.

>> Definitely.

>> And I think it really makes it clear how children will learn from each other.

>> Um hum.

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