

## Pedagogical Documentation Protocol Used with the Case Studies:

### Describe:

- In the scenario, what did the educators see and hear?

### Interpretation:

- What meaning did the educators make of what they saw and heard?
- What wonderings did they have?
- How would our history/tradition of classroom management generally have an educator interpret what they saw and heard?
- How did they connect what they saw and heard to their professional understandings and curiosity about self-regulation?

### Implications and Reflections:

- How would our history/tradition of classroom management generally have an educator respond?
- What were the implications for the educators?
- What were the implications with the child/ children?

# Supporting Self-Regulation: Case Studies

## 1: Impact of 'choice' and opportunity

Previously, we spent much of our day regulating and managing the children's behaviour. We felt that some learning was happening, but it wasn't rich. The children were not revealing their ideas or wonderings. We didn't have a chance to talk with them or get to know what they were thinking. It was a situation where the educator owned the choices and the learning. Now, we provide the children with choice, and they are so much more engaged – we are not managing their behaviours. Choice is so important to their self-regulation, and we can see that their learning is much richer now.

In our classroom today, we hear the children's voices much more than our own. We are using more open-ended activities that spark children's thinking. More of our discussions and questions are led by the children. At first, it is scary to let go and step back. When you do step back, though, you can see how engaged the children are in what they are doing. When you see how much authentic learning is going on, it gives you the confidence to step back more often.

The Kindergarten Program, 2016, p.57

## 2. Creating space and trusting children to manage

**Setting the Context:** The children were in the schoolyard using a variety of equipment (e.g., hula hoops, balls, and scoops). A small group of children were playing with the hula hoops, and two other children wanted to join in. The educators observed the children. One of the children approached an educator and said, "I want to play with the hoops, too."

**Educator's thoughts in the moment:** At first, I thought: "I'll just get another hoop so they can all play. I want them to all have a turn."

### RETHINK

"Then I decided to do something different. I waited a moment and, instead of getting them another hoop or leading them through the conflict, I decided to trust the children to use their problem-solving skills,

and said: ‘Hmmm, how will we solve this problem?’ I stood close by. The child said, ‘I know! We can each have one.’ [Note: Children often restate the problem as a suggested solution.] Another child said, ‘But there is not enough. Can we have another one?’”

**Educator’s thoughts in the moment:** I asked myself: “Should I give in and get them another hoop?” Again, I decided to resist the impulse to solve the problem for them and instead challenged the children: “What else could you do?” One of the children said, “Hey, let’s play a game with the hoops.” The children then put the hoops on the ground and took turns jumping through them.

We [the educator team] made notes and then identified for the children what they had done: “You came up with a creative solution that gave everyone a chance to play, and no one was left out. It would have been easier to get another hoop, but you thought of a better solution.”

The Kindergarten Program, 2016, p.158

### 3. Being conscious of our own biases and trusting children

The members of an educator team reflected on a situation that enabled them to rethink how they were supporting children’s development of self-regulation:

“One of the children wanted to use materials from the water table in the sand. With this particular child, I was thinking, ‘I really need to intervene and say no, as it may result in a problem’. Then I said to myself, ‘Wait! We’ve been thinking about not intervening immediately, unless safety is at risk.’ So I let the child take the materials, and I put some Popsicle sticks and twigs in the sand as well, and she created an entire habitat. I took out my video camera and recorded the whole thing. If I hadn’t stopped myself, she would probably have acted out. She had so much knowledge, but I wouldn’t have known it if I hadn’t let her explore.” The educators watched the video together. The other educator added, “I was thinking about a similar situation. When you stop yourself, then these incredible conversations take place.”

The Kindergarten Program, 2016, p.158

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## One way: pedagogical documentation protocol used with our own case study

### **Describe:**

- What did we see and hear?

### **Interpretation:**

- What meaning are we making of what we saw and heard?
- What wonderings do we have?
- How would our history/tradition of classroom management generally have us interpret what we saw and heard?
- Now, how are we connecting what we saw and heard to our professional understandings and curiosity about self-regulation?

### **Implications and Reflections:**

- How would our history/tradition of classroom management generally have us respond?
- Now, what are the implications for us?
- Now, what are the implications with the child/ children? Families? Other educators?