

A Thinking Lens for Reflective Teaching



Knowing yourself

How am I reacting to this situation and why?
What in my background and values is influencing my response to this situation and why?
What adult perspectives, i.e. standards, health and safety, time, goals are on my mind?



Examining the physical/social/emotional environment

How is the organization and use of the physical space and materials impacting this situation?
In what ways are the routines, adult behaviors and language undermining or strengthening the children's ability to demonstrate their competence?
How could we strengthen relationships here?



Seeking the child's point of view

How do I understand the children's point of view in this situation?
What might the child be trying to accomplish?
What developmental themes, ideas or theories might the child be exploring?



Finding the details that engage your heart and mind

What details can I make visible to heighten the value of this experience?
Where do I see examples of children's strengths and competencies?
What is touching my heart and engaging my mind here?



Expanding perspectives through collaboration and research

What other perspectives could enhance my understanding of the meaning of this situation, i.e., perspectives of families, co-workers, colleagues?
How might issues of culture, family background or popular media be influencing this situation?
What theoretical perspectives and child development principles could inform my understandings and actions?



Considering opportunities and possibilities for next steps

What values, philosophy and goals do I want to influence my response?
How can I build on previous experiences of individuals and the group?
Which learning goals could be focused on here?
What action should I take from my teaching repertoire and why?

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In collaboration with Ann Pelo

Meeting up with children's minds has become a regular approach I use to see children.