

A Thinking Lens for Reflection and Inquiry



Knowing yourself

- What captures my attention as the children engage, explore and interact?
- What delights me as I watch and listen?
- 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?



Finding the details of the competent child that engage your heart and mind

- What do I notice in the children's faces and actions?
- Where do I see examples of children's strengths and competencies?
- What do I think is valuable about this experience?



Seeking the child's point of view

- What is the child drawn to and excited about?
- What might the child be trying to accomplish?
- Why might the child be interacting with others this way?
- What developmental themes, ideas or theories might the child be exploring?



Examining the physical/social/emotional environment

- How is the organization and use of the physical space and materials impacting this situation?
- How could we strengthen relationships here?
- How are schedules and routines influencing this experience?



Considering multiple perspectives

- How might the child's culture and family background be influencing this situation?
- What questions might we ask to get the perspective of the child's family?
- Who else or what other perspectives should we consider?
- What child development or early learning theories should we consider in this experience?
- What desired early learning outcomes do I see reflected here?



Considering opportunities and possibilities for next steps

- What values, philosophy and desired outcomes do I want to influence my response?
- What new or existing relationships could be strengthened?
- Which learning goals could be focused on here?
- What other materials and activities could be offered to build on this experience?
- What new vocabulary could we begin to use?