

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 children's competency 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?

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