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?

© 2007 Deb Curtis and Margie Carter, Learning Together with Young Children
In collaboration with Ann Pelo