In the Thick of the Thinking:
Toward a Socio-Constructivist Approach to Teaching Reading

The Teacher You Want to Be
Matt Glover
Ellin Oliver Keene
Essays about Children, Learning, and Teaching
Foreword by ALFIE KOHN
Heinemann
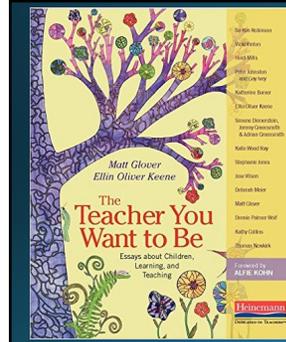
HOW REGGIO RUINED ME FOR ANYTHING LESS THAN INQUIRY-DRIVEN LEARNING

Vicki Vinton

Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water.
—LORIS MALAGUZZI,
in *The Hundred Languages of Children: The Reggio Emilia Approach— Advanced Reflections*

Belief Statements

Belief 1 (Teachers as researchers)
We believe that teachers are researchers and that instructional decisions are best when based on what teachers have learned and documented by observing and listening carefully to students throughout the day.

Belief 2 (Teachers as learners)
We believe that the way teachers approach their own learning should parallel the way children approach their learning, and school is the place where both teachers' and students' learning is characterized by engagement, purpose, and self-direction.

Belief 3 (Appreciative view of children)
We believe educators should have a positive and expectant view of children, with an understanding that children enter school with personal histories and particular strengths that teachers should recognize and use as the foundation for working with them.

Belief 4 (Struggle is where learning happens)
We believe children, families, and teachers should see challenge, struggling, and mistakes as positive, creative opportunities for learning and growth.

Belief 5 (Engagement)
We believe students desire and have a right to autonomy, self-direction, and choice in their development of lifelong learning and engaged citizenship, and that teachers should design learning environments that foster rich opportunities for engagement.

Belief 6 (Ownership of learning)
We believe both teachers and students should share ownership of the learning experience, whereby they collaboratively make meaningful decisions that impact the course of learning day by day.

Belief 7 (Intellectual stimulation)
We believe children have a desire to interact with challenging questions and inquiries of real importance to themselves, to their community, and to the world.

Belief 8 (Joy)
We believe that learning is based in relationships, and that interactions between teachers, families, and students should be joyful, compassionate, and authentic.

Belief 9 (Teacher professional growth and collaboration)
We believe that teachers develop professionally through meaningful inquiry and collaborative opportunities with colleagues, characterized by sharing observations of students, exploring instructional possibilities, and reflecting on their growth as learning teachers and teacher-leaders.

Belief 10 (Interdependent learning/student collaboration)
We believe children grow theories about the world around them through their collaborations and interactions with one another.

Belief 11 (Family)
We believe positive and integrated relationships between families and educators are crucial, and plentiful opportunities for collaboration among students, teachers, and families are essential.

Belief 12 (Head and heart)
We believe teachers have the opportunity to learn more about children's ideas, experiences, and interpretations when we offer them multiple means of expression.

Belief 13 (Time)
We believe children need time, both within a school day and across a school year, to deeply explore topics of importance and interest.

Your Image of the Child:
Where Teaching Begins

by Loris Malaguzzi

There are hundreds of different images of the child. Each one of you has inside yourself an image of the child that directs you as you begin to relate to a child. This theory within you pushes you to behave in certain ways; it orients you as you talk to the child, listen to the child, observe the child. It is very difficult for you to act contrary to this internal image. For example, if your image is that boys and girls are very different from one another, you will behave differently in your interactions with each of them.

Children are viewed as capable, strong and powerful protagonists in their own learning.

Children construct knowledge and co-research with the teacher.

Learning occurs through collaboration and relationships with the teacher, parents, environment and other students.
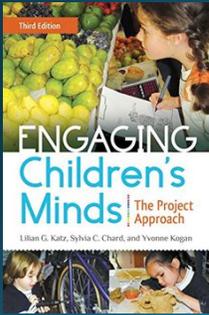
Children are viewed as citizens and creators of culture.

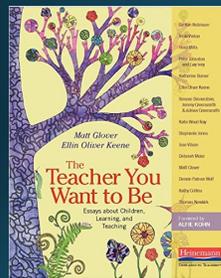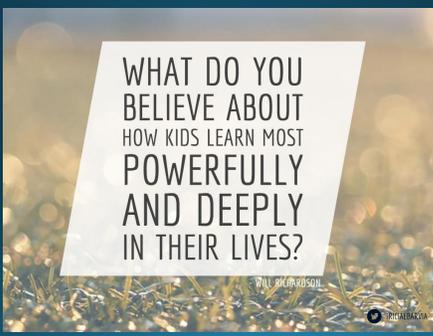Children are valued for what they are now, not simply what they will become.

"It's not our job to toughen our children up to face a cruel and heartless world. It's our job to raise children who will make the world a little less cruel and heartless."
L.R. Knost, Director of Little Hearts/Gentle Parenting Resources, mother of six, and best-selling author of *Two Thousand Kisses a Day* and *Whispers Through Time*

" We overestimate children academically and underestimate them intellectually."

Lillian King

WHAT DO YOU BELIEVE ABOUT HOW KIDS LEARN MOST POWERFULLY AND DEEPLY IN THEIR LIVES?
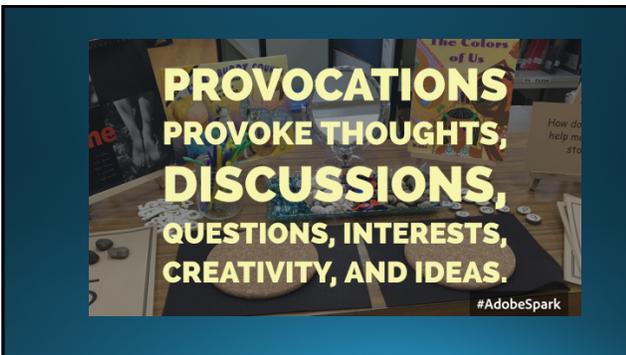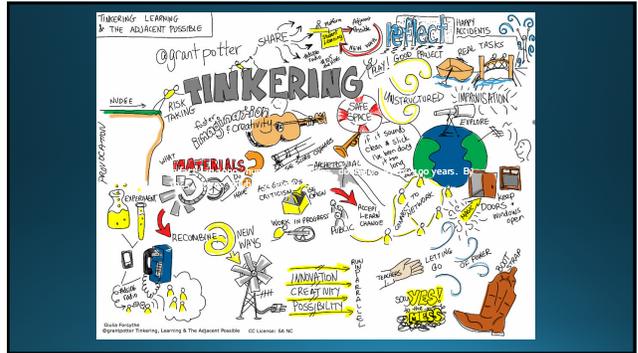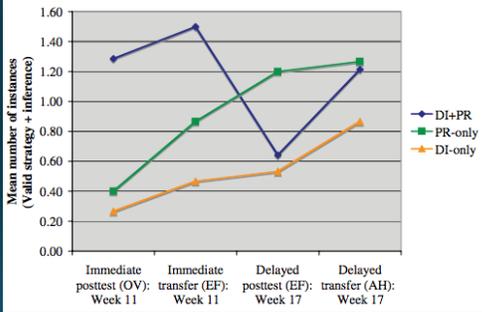
WILL RICHARDSON

"I loved the alignment of beliefs and practice – as in, 'If we say we believe this, we must therefore do that. In America, for instance, we say we value independence, freedom and innovation; yet too often in schools we engage in practices that seem to promote quite the opposite."

Vicki Vinton
The Teacher You Want to Be
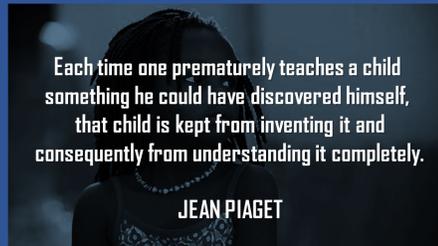
Each time one prematurely teaches a child something he could have discovered himself, that child is kept from inventing it and consequently from understanding it completely.
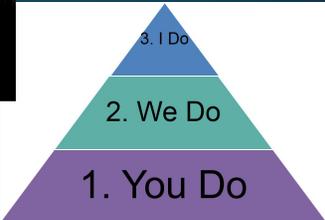
JEAN PIAGET

Slide 1 (graph): axis label "Mean number of instances (Valid strategy + inference)" with y-axis values 0.00, 0.20, 0.40, 0.60, 0.80, 1.00, 1.20, 1.40, 1.60. Legend: DI+PR, PR-only, DI-only. X-axis: Immediate posttest (OV): Week 11, Immediate transfer (EF): Week 11, Delayed posttest (EF): Week 17, Delayed transfer (AH): Week 17

Slide 2: TINKERING LEARNING & THE ADJACENT POSSIBLE — @grantpotter — TINKERING — MATERIALS — INNOVATION CREATIVITY POSSIBILITY — Giulia Forsythe @grantpotter Tinkering, Learning & The Adjacent Possible CC License: SA NC

Slide 3:

PROVOCATIONS
PROVOKE THOUGHTS,
DISCUSSIONS,
QUESTIONS, INTERESTS,
CREATIVITY, AND IDEAS.

#AdobeSpark

Slide 4:

From the National Commission on Teaching & America's Future

OUR VISION OF TEACHING AND LEARNING

STUDENT	TEACHER
• Critical thinker	• Learning Designer
• Communicator	• Facilitator
• Collaborator	• Networker
• Creative problem-solver	• Advisor who coaches, counsels, mentors, and tutors

Slide 5:

"I never teach my pupils. I only attempt to provide the conditions in which they can learn."

Albert Einstein, Physicist.
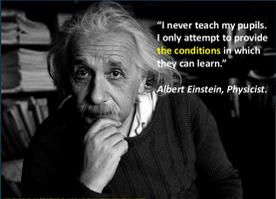
What's Considered Best Practice in Inquiries & a Socio-Constructivist Approeadh

3. I Do
2. We Do
1. You Do

Slide 6:

What Do You Know?	What Do You Wonder?
What do you learned or figured out from the text ?	What do you wonder about (this could be something you're curious, confused or thinking about)?

Adapted from *What Readers Really Do.* 2012. Dorothy Barnhouse & Vicki Vinton. Heinemann

From Practicing Skills . . .

. . . to Making Meaning

The Essence of Thinking

What Did You Notice?	What Do You Make of What You Noticed?
This could be a line or detail that: • Stood out for you • Raised a question • Confused you • Seemed surprising or possibly significant (even if you don't know why) • Seemed to be part of a pattern • Seemed connected to another part of the text	This could be: • A Question • A Wondering • An Observation • An Inference • A Hunch • An Interpretation • An Idea or Theory

Critical Thinking	Creative Thinking
Analytic	Generative
Probability	Possibility
Judgment	Suspending Judgment
Hypothesis Testing	Hypothesis Forming
Answer	An Answer
Closed	Open-Ended
Reasoning	Speculating
Yes but	Yes and

Being able to "go beyond the information" given to "figure things out" is one of the few untarnishable joys of life.

Jerome Bruner

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