

Reflecting on experiences



Do you have experiences or activities?

Activities are often adult-directed tasks children are expected to complete such as a puzzle, a worksheet, a craft. Experiences are opportunities for learning that can go in a range of directions based on children's ideas, needs and engagement, as well as educator's responsiveness to these.



Do you know what the outcome will be?

If you have planned the experience based on the outcome then all interactions will be guiding children to this outcome, and shutting down their ideas and input. As an intentional teacher you can know some potential learning based on the children and build this in where appropriate.



Do you provide instructions or invitations?

Instructions are connected to focusing on the finished product and often feel controlling to children, leading to dysregulation. Invitations attract children to the experience and then allow the children to lead their own learning by making choices and being creative in their play.



Are you open to new ideas and flexibility?

The more controlling you are in the program the less children will have meaningful learning opportunities. Handing over control to the children and supporting flexibility creates a truly child-directed program and makes planning and documenting a lot easier.



Do children get to lead their own learning?

Often when there is adult-directed learning every child is working on the same outcome, however child-directed learning means that in the same experience there could be numerous different learning opportunities being explored. This is what makes learning meaningful for the children.