

Strategies to use with Educators and Children

Talk Moves

Wait Time: Take time to observe what child does in response to a failure. Notice before responding. If they seem stuck, use Stop and Jot or Think-Pair-Share.

Revoice: Restate what a child said by repeating, rephrasing, or translating their words.

Say more: Probe more into their thinking.

Acknowledge student struggle: Explicitly highlight students' efforts to persevere through a problem-solving situation so that students know that their effort is observed, appreciated, and considered productive.

I notice... (You notice...) I wonder... (You wonder...)

Sentence Stems or Starters for Kids

A sentence stem is the beginning of a sentence. Think of the stem of a plant. It's not the whole plant, just the beginning of it. Sentence stems give students the inertia to get their thoughts going.

- What surprise me was _____ because _____.
- I don't understand why _____.
- I am having a difficult time with _____.
- I found the problem to be _____.
- I am going to change _____ because _____.

Sentence Stems or Starters for Educators

- I did the same thing as _____ where _____.
- I disagree/agree with _____ because _____.
- I viewed _____ from an alternative perspective.
- Adding on to what _____ said, I think _____.
- I appreciate how you _____.
- Can you tell me more about why you did _____?
- How is _____ similar to/different from _____?

Critiquing Circles (Thanks Thinkery!)

Way to inspire children “to want and to give feedback so they can grow and they can help others grow.”

Use an educator’s “poor” example or model for kids to critique and build upon. This can be done 2-3 times as the educator makes improvements of their draft based on children’s feedback.

How can I show a growth mindset through my words?

Give students a list of statements to identify which statements represent a fixed mindset or a growth mindset.

- I can't make this any better.
- I can't.
- It's too hard.
- I'm not good at this.
- I can do better.

Explain to students that part of having a growth mindset is expressing it in your words, which can in turn influence the way they think about things and their habits. As a group, re-write fixed mindset statements as growth mindset statements. Instead of saying, "I'm not good at this," I might say "This is not my strength but I will ask for help."

Would you rather...?

Experience one epic failure. If so, place both hands on your head.

Experience 10 small failures. If so, place both hands over your eyes.

Would you rather...?

Do some research

Take a walking
break

Ask a question

Make a change

Developing Idea: Tour

Tour the **space for learning** with educators and engage in a conversation around:

- Placement of testing station (e.g., public or private space)
- Placement of an “unstuck” station
- Placement of a frustration board
- Placement of materials
- Where to conduct demonstrations
- Placement of instructions

What do you notice? What do you wonder?

- **Self-Reflection:** "What did you learn from this and/or how did you feel about teaching this time?"
- **Appreciation:** "What did you appreciate about _____'s teaching?" Or "What about _____'s teaching made you feel good as a student?"
- **Reflection/Surprises:** "Was anyone surprised by anything that happened?" Or "What were your surprises?"
- **Closer Look:** "Does anyone have any questions they would like to ask [the facilitator and/or the trainer]?"
- **Action Plan:** "What do you want to work on?", followed by "How do you think you can do that?" Or you may simply ask, "What are you taking away from this experience?"



Reflect

- ★ Discuss how you might you modify and/or use 2-3 of the strategies within the PD cycle (e.g., workshops, reflections, pedagogical approaches, etc.).
- ★ What pedagogical strategies might we adapt or develop that would support educators to take pedagogical risks before and after youth experience failure? (What does it mean to take pedagogical risks?)