

Step 1: Provocation/Materials—this could be materials you provided to children or materials/experiences you observed the children interacting/engaging with.

Open-ended, inexpensive and recycled materials are great ideas for provocations

Step 2: Observations—What did you see the children doing? What were they saying? How were they using the materials? Were they interacting with others or on their own?

Take time to sit back and watch the children. Take notes, take photos, but most importantly, let them have control of their play. Being curious about what children are doing in their play situates you as a co-learner alongside them.

The Co-Inquiry
Process
(Planning Cycle)

Step 4: Planning & Taking Action - How can you provide further experiences that invite children to pursue their ideas and interests? What is one thing you could do to extend their learning? Is there a material you could add or change? Is there a book or destination which may increase their exploration in this area? How can the child's family be involved in the programming? How can you support the children's development in the following areas: physical, social, emotional, creative & intellectual?

Remember, just because you are the educator, doesn't mean you have to know everything— be a co-researcher with the children!

The co-inquiry process is cyclical—when you observe and document, reflect on and interpret, then plan and take action in ways which expand and extend children's play, learning and development, you are creating a responsive learning environment.

Step 3: Reflecting—What did you find interesting about this experience? Did anything surprise you? How does your view differ from the child's view? How did your interactions affect the children's learning? Did your own views and opinions about the materials get in the way of how the children wanted to engage with them?

You may begin to wonder: How are the children using the play space? What materials will encourage further exploration in their interests? You may want to ask the child's family for ideas, and input on the child's interests.



Created by **Child Development Dayhomes** with sources from:
Makovichuk, L., Hewes, J., Lirette, P., & Thomas, N. (2014). *Play, participation, and possibilities:*

An early learning and child care curriculum framework for Alberta. Retrieved from

www.childcareframework.com



Step 2—Observations

One child stacked the blocks as high as they would go before they fell over. Another child experimented with the properties of the blocks (if he used the large block on top, he noticed the structure would fall quicker than if he used the large block as the base). One of the other children pretended he was using the blocks to build a spaceship and brought people figures into his play.



Step 1—Provocation/Materials

I noticed the children have been spending a lot of time playing with blocks

Step 3—Reflecting

I wonder if it is the blocks the children are interested in, or if they are interested in the topic of building. What would happen if I provided the children other materials to build with? What if I gave them different blocks to use? Or what would happen if we created our own blocks out of recycled cardboard?

Example of the
Co-Inquiry Process

Step 4—Planning & Taking Action

To explore this idea further, I am going to provide them with more materials to build with (cardboard of different shapes and sizes—boxes, tubes, etc) *Mason's dad is going to bring boxes for us to use!*



7877797-cardboard-boxes-with-path:

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