

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.



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

www.childcareframework.com



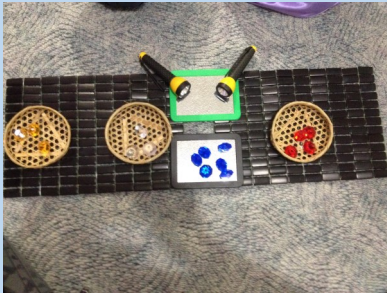
Step 2—Observations

Child 1 spent 20 minutes trying to figure out how to turn on the flashlight. He didn't know how to use the orange switch on the side—he tried pressing it, then turning the top of the flashlight. Once he discovered that he has to move the orange switch up, he taught Child 2 how to turn it on. They shone the flashlight on the gems and thought maybe if they both shine the light on the gems, they will glow even brighter. They also explored with the flashlights in the dark.



Step 1—Provocation/Materials

Today I set out a provocation for the children consisting of flashlights, mirrors and baskets filled with coloured gems.



Example of the
Co-Inquiry Process

Step 3—Reflecting

I found it interesting how determined Child 1 was when trying to figure out how to turn on the flashlight. He seemed very persistent to do it himself; he didn't ask for help and he didn't appear frustrated. Once he mastered this, he taught Child 2. I wonder what would have happened if I had told him how to turn the flashlight on or if I did it for him. Would he have been as interested in it? I wonder if it is the flashlight itself he is interested in, or the mechanics of how it works?

Physical—fine motor development when opening the flashlights

Social—showing Liliana how to turn the flashlight on

Emotional—finding success when he figured it out on his own

Creative & Intellectual—persisting with a challenge to open it, asking questions about batteries, wanting to know how they work

Step 4—Planning & Taking Action

To provoke Child 1's thinking, I want to see what would happen if I provide him with the same two flashlights, but I remove the batteries from one of them.

I also wonder what would happen if I provide him with different kinds of flashlights.