

Creating Spaces for Playful Inquiry

Provocations: Thinking about Reflection

*As we come together in January, as
a playful inquiry community,
take some time to reflect on your encounters with
playful inquiry so far this year.*

***“We do not learn from experience...we
learn from reflecting on experience.”***

-John Dewey

“Learning takes patience and time.”

-First Peoples Principles of Learning

*What are some ways to nurture reflection in your
professional practice as well as with the work you
do with students?*

Connections in the BC Curriculum: Reflection

(not a comprehensive compilation)

Arts Education

Curricular Competency:

Reflect on creative processes and make connections to other experiences (K-7)

Applied Design, Skills and Technologies

Curricular Competency: Reflect on their ability to work effectively both as individuals and collaboratively in a group (K-7)

English Language Arts

Curricular Competency: Recognize how different text structures reflect different purposes. (K-7)

Mathematics

Curricular Competency: Reflect on mathematical thinking (grades K-9)

Physical and Health Education

Curricular Competency: Identify, apply, and reflect on strategies used to pursue personal healthy-living goals (grades 5-7)

Science

Curricular Competency: Express and reflect on personal experiences of place (K-7)

Social Studies

Big Idea: Stories and traditions about ourselves and our families reflect who we are and where we are from. (K)

Big Idea: Canadian institutions and government reflect the challenge of our regional diversity. (grade 5)

Communication Competency



4. Explain/recount and reflect on experiences and accomplishments

Students tell about their experiences—especially their learning experiences—and reflect, and share what they learned. Examples include presentations of learning, self-assessment, and receiving/offering feedback.

SAMPLE “I” STATEMENTS

- I give, receive, and act on feedback.
- I can recount simple experiences and activities and tell something I learned.
- I can represent my learning, and tell how it connects to my experiences and efforts.

Critical Thinking Competency



Critical thinking involves making judgments based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgments. Critical thinking competency encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.

1. Analyze and critique

Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They consider purpose, focus on evidence, and use criteria (explicit or implicit) to draw conclusions and make defensible judgments or assessments. They consider a variety of perspectives. Some opportunities for analysis and critique are formal tasks; others are informal, ongoing activities (e.g., assessing a plan they are developing to solve a problem). Students often analyze and critique their own work as a key part of their learning.

SAMPLE “I” STATEMENTS

- I can show if I like something or not.
- I can identify criteria that I can use to analyze evidence.
- I can analyze evidence from different perspectives.
- I can reflect on and evaluate my thinking, products, and actions.
- I can analyze my own assumptions and beliefs and consider views that do not fit with them.