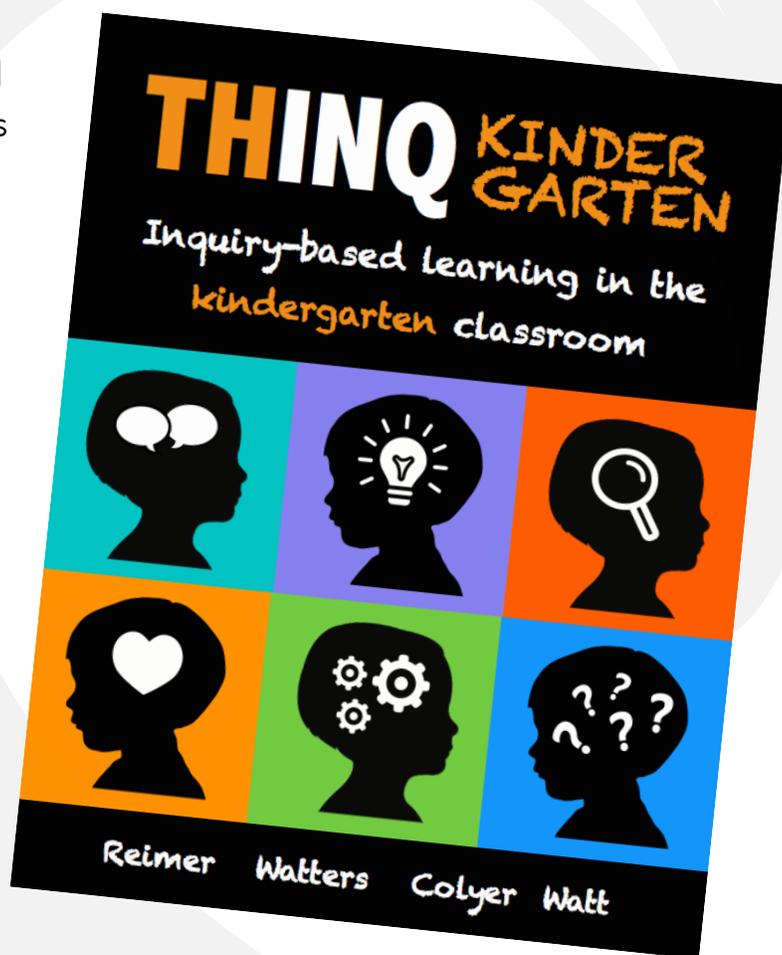


THINQ KINDERGARTEN

NEW
kindergarten
inquiry
resources

THINQ KINDERGARTEN examines the role of educators and learners in an inquiry-based kindergarten environment.

- Written by educators, for educators, in a practical, reader-friendly style
- Includes authentic experiences, photos and artifacts from real kindergarten classrooms
- Presents a dynamic, non-linear model of inquiry-based learning for kindergarten
- Examines the relationships among inquiry, play, assessment and learning
- Engages readers with an easy-to-follow layout, instructional graphics and full colour design
- Provides provocations for educators to reflect upon their own inquiry journey and their role as co-learners



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THINQ KINDERGARTEN

CONTENTS

Chapter 1 It's all about the wonder: Inquiry-based learning in kindergarten

Chapter 1 examines what an inquiry stance looks like in a kindergarten classroom and discusses what makes kindergarten and kindergarten learners unique. This chapter also explores inquiry dispositions, presents a non-linear model for inquiry, examines the role of the kindergarten educator and the capabilities of young learners.

Chapter 2 Wondering and questioning: The key to inquiry learning

Chapter 2 explores how wonder can be nurtured in kindergarten classrooms and the important role educators play as co-learners. It addresses common concerns educators may have when engaging in inquiry. This chapter discusses provocations and provides a variety of ideas to spark inquiry featuring examples from kindergarten classrooms.

Chapter 3 Creating an inquiry environment: The context for learning

Chapter 3 provides examples of the way that educators purposefully plan for learning through materials, classroom organization and outdoor experiences. We also investigate how classroom culture can support effective inquiry.

Chapter 4 Uncovering the curriculum: Balancing structure and co-creation

Inquiry allows us to think of learning in an integrated way in kindergarten. Through inquiry all expectations can be uncovered. Chapter 4 explores how educators and children can negotiate kindergarten curriculum and co-create learning.

Chapter 5 Documentation: Making learning visible

Pedagogical documentation is a tool for educators and children to inform learning, teaching and planning inquiry. Chapter 5 studies the journey of pedagogical documentation, provides examples of documentation and explores the role of educator as researcher.

Chapter 6 Assessment in kindergarten: Improving and sharing learning

Chapter 6 considers noticing and naming the learning, learning goals, success criteria, descriptive feedback and evaluation and what these look like through an asset lens with young learners. It also discusses the importance of ongoing communication with families about learning in the inquiry classroom.

