

Reflecting on Windows into Practice

(Note: Although this tool is primarily designed for Opal School Online Sustaining Members, it can also be adapted for reflecting on other examples of classroom practice.)

Choose one of the below options to reflect on Opal School examples of practice, found at learning.opalschool.org. See [page 3](#) for additional questions for reflecting on Inspiring Inventiveness principles and practices. Reflect in a group, if possible.

Reflection on Windows into Practice: Option 1

Before viewing a *Window into Practice*, jot down your responses to the following questions:

- What does inspiring inventiveness look like in your setting?
- How do you know when children are demonstrating inventiveness?

After viewing the *Window into Practice*, revisit your responses to the above questions in light of what you saw or read. Jot down your thoughts regarding one or more of the following questions:

- Where, if at all, did you see principles or practices that inspire inventiveness in this example?
- Where, if at all, did you see children developing their inventiveness?
- Where did you see the common core standards being addressed?
- How does what you saw/read connect to something you already do?
- How does it extend or provoke your thinking in a new way?
- What challenges might come up? How might you address them?
- What is something you might try to enhance conditions that inspire inventiveness in your classroom?

Reflection on Windows into Practice: Option 2

After viewing a *Window into Practice*, respond to the following questions:

- What did you notice?
- What did it make you think?
- What did it make you wonder?

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Reflection on Windows into Practice: Option 3

After viewing a Window into Practice, respond to one or more of the following questions:

- What did you see the teacher(s) doing that advanced children’s inventiveness? What is one implication for your own setting?
- How do you decide what to pay attention to in your setting to support children’s inventiveness? After viewing the example, how, if at all, has your thinking changed?
- What evidence can you point to in the example that children are demonstrating the skills or dispositions of inventors? What do you look for with your own learners?
- What do you notice about the adult’s language in the example? Write down the questions you heard or read. What patterns seem important?
- How are the adults facilitating children’s agency? How do you facilitate agency in your own classroom? What new ideas, if any, do you have?
- How do you set up your classroom environment to facilitate inventive thinking and dispositions?
- How does this example reflect one or more of the Inspiring Inventiveness principles or practices?
- Consider using one of the following text-based protocols from the School Reform Initiative to reflect on blog postings.
 - The Text Rendering Experience
<https://www.schoolreforminitiative.org/download/the-text-rendering-experience/>
 - Three Levels of Text Protocol
<https://www.schoolreforminitiative.org/download/three-levels-of-text-protocol/>
 - Four A’s Text Protocol
<https://www.schoolreforminitiative.org/download/four-as-text-protocol/>
 - The Final Word Protocol
<https://www.schoolreforminitiative.org/download/the-final-word/>

For video examples and reflections on practices that inspire inventiveness, become an Opal School Online Sustaining Member at learning.opalschool.org.



Inspiring Inventiveness Principles and Practices

A resource for Reflecting on Windows into Practice

Additional questions for reflecting on Inspiring Inventiveness principles and practices:

- What is the purpose of school? What new thoughts do you have about the purpose of school after your discussion? What makes you say so?
- Where do you see inventiveness being incorporated into the daily life of the classroom in the example? How, if at all, do you make inventiveness central to the daily life of the classroom?
- How do you support children to ask big questions that normalize uncertainty? Try the following exercise:
 - Write down or otherwise record as many questions as you can that children (or adults) ask over the course of a day.
 - Review the lists with a colleague.
 - What makes a good question?
- How do you help children accept the full range of emotions? What strategies did you notice in the example?
- How do you support purposeful dialogue, democratic exchange, or collaboration?
- How do you invite children to give each other feedback? See [Helping Students Give and Receive Feedback](#) and the [Ladder of Feedback](#) for some simple ideas about giving and receiving feedback.
- How do you see risk-taking being supported in this example? What makes you say that?
- Where do you see play being used in service of inventiveness?
- Where do you see children being invited to use their imagination? Experience or exercise empathy?
- When and where do you invite children to dream, invent, imagine, or create metaphors or images in their mind?
- Where do you see children or adults taking advantage of serendipity?
- Describe the materials that you see in this example. Be as detailed as you can. What is the role of the materials in this example? Where do you see materials supporting children's inventiveness? What materials do you offer children in your own setting? What is their purpose? How are they used? What new ideas do you have?
- What cognitive tools or strategies do you see teachers and children using in this example? What cognitive tools or strategies do you use in your own classroom? How are the children and teachers reminded of these strategies? What new ideas do you have?
- How do you facilitate reflection in your own setting? What do you notice about the teacher's facilitation of the small group reflection? What questions does she ask? Where do you see children talking about thinking? Do children talk about thinking in your own setting? Record what they say when they are talking about thinking (e.g., where ideas come from, connecting different ideas, etc.) and use the [See-Think-Wonder](#) routine to discuss with your colleagues.
- Where do you see teachers connecting children's personal interests with local or global concerns or issues?

