

ADULTS AS MEMBERS OF THE LEARNING GROUP

If you work with other adults (teaching assistants, aides, paraprofessionals, parents, or other volunteers) in your classroom, CONSIDER ...

1. Identifying individual or shared learning goals or passions

- Explore possible connections between your own passions and the curriculum
- Identify questions about learning which you are interested in investigating alone or as a group
- Gather and review together documentation related to your questions (see also #3 below)

2. Modeling learning from and with other adults and students

- Help students see each other as resources by referring them to other students, rather than answering questions yourself
- Wait before responding in situations where you typically might have intervened earlier
- Give adults and children silent reflection time even during group discussions
- If another adult is leading a discussion, participate along with the students as another member of the learning group

3. Asking adults to document

- Jot down students' words, take photos, or otherwise record provocative or insightful ideas, thoughts, or questions and share them back with the class
- Record creative or compelling moments during the learning process to share back with students or adults
- Make note of connections, misconceptions, assumptions, disagreements, or apparent contradictions that might be worth revisiting

4. Creating a daily or weekly reflection routine

- Establish a routine where you take 5-10 minutes at the end of each day or week to discuss what you noticed (consider including students or asking students to do something similar)
- Record your reflections and review them at least once a month to see what strikes you (consider including students)

© 2010 Making Learning Visible Project at the Harvard Graduate School of Education

DRAFT: NOT FOR QUOTATION

