



THE  
FROEBEL PARTNERSHIP

# Reflection with Guidance Template

A Froebelian tool for developing practice and transformations



# Lenses with prompts for consideration

Title of story:

Lens with prompts for consideration	Analysis
<p><b>1. Context: Space/Time/Seasons</b></p> <p><b>Froebelian principles: Engaging with nature; The central importance of play; Knowledgeable and nurturing educators</b></p> <p>This is your analysis of the chosen place/space/experience (indoors or outdoors) and how it is shaped by time and seasons.</p> <ul style="list-style-type: none"><li>• What is the season and timing of the experience?</li><li>• What are the location and spatial characteristics – shape, size, terrain, layout?</li><li>• What are the natural and fabricated elements/resources available (human, non-human, natural, fabricated)?</li><li>• What time is available to different actors in the place/space/experience?</li><li>• How do the actors use their time?</li><li>• What is the rhythm/pace/tempo of actions – slow/fast/sustained/interrupted?</li><li>• What temporal/seasonal changes can you identify?</li><li>• What is the relevant context for the children themselves?</li></ul>	



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<p data-bbox="89 398 596 434"><b>2. Actors: Actions and relatedness</b></p> <p data-bbox="89 465 670 568"><b>Froebelian principles: Unity, connectedness and community; Knowledgeable and nurturing educators</b></p> <p data-bbox="89 595 730 694">This is your analysis of the actors (adults and children) who enter, engage with, leave and possibly return to the place/space/experience and the relationships and interactions between them and the natural/fabricated world.</p> <ul data-bbox="111 721 705 994" style="list-style-type: none"><li>• Which actors interact with the place/space/experience?</li><li>• How do the actors spend time there?</li><li>• How do the actors relate to each other?</li><li>• What opportunities for learning and development do the actors pursue?</li><li>• How current actions and interests of the actors connect to their previous fascinations and actions.</li></ul> <p data-bbox="89 1021 469 1043"><i>NB: Actors may be children and/or adults.</i></p>	



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<p data-bbox="92 405 738 443"><b>3. The network of development and learning</b></p> <p data-bbox="92 472 738 577"><b>Froebelian principles: Freedom with guidance, The central importance of play; Creativity and the power of symbols, Knowledgeable and nurturing educators</b></p> <p data-bbox="92 607 738 734">This is your analysis of the first-hand experiences children are exposed to; the way they learn, create and adapt rules in games and cultural contexts; their use of symbols to represent their experience; and their journey into play.</p> <ul data-bbox="113 757 738 1368" style="list-style-type: none"><li data-bbox="113 757 738 786">• How are the children learning through first-hand experiences?</li><li data-bbox="113 801 738 831">• What are the children learning about cultural norms through play?</li><li data-bbox="113 853 738 909">• How are the children keeping hold of experiences by representing them?</li><li data-bbox="113 931 738 960">• Considering the layers of play, how are they helping play to work?</li><li data-bbox="113 983 738 1012">• How are the children increasing their technical prowess?</li><li data-bbox="113 1034 738 1113">• How might the children be experimenting creatively with cultural conventions, and ways of representing or rearranging their learning?</li><li data-bbox="113 1135 738 1214">• What is the adult role? How are they observing, supporting and extending? How attuned are they to the child? Are they providing companionship? Is it right support at right time in right way?</li><li data-bbox="113 1236 738 1314">• How are the children and adults being given time and space to wallow, bringing concentration, involvement and focused attention, autonomy?</li><li data-bbox="113 1337 738 1368">• How are development and learning integrated through play?</li></ul>	



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<p data-bbox="92 414 368 450"><b>4. Transformations</b></p> <p data-bbox="92 479 743 584"><b>Froebelian principles: Learning through self-activity and reflection; Knowledgeable and nurturing educators</b></p> <p data-bbox="92 613 735 707">This is your analysis of how time spent in the place/space/experience affects both children and adults. Look back and reflect. What has led to positive, educationally worthwhile consequences for childhood?</p> <p data-bbox="92 728 496 757">What have been the outcomes or changes?</p> <p data-bbox="92 777 520 806">Consider the following for adults and children:</p> <ul data-bbox="116 828 676 1151" style="list-style-type: none"><li data-bbox="116 828 576 857">• Mental and physical health and overall wellbeing</li><li data-bbox="116 878 655 907">• Enjoyment and a sense of flourishing and achievement</li><li data-bbox="116 927 671 956">• Engagement and flow illustrated through sustained activity</li><li data-bbox="116 976 663 1005">• Development and learning against appropriate milestones</li><li data-bbox="116 1025 676 1055">• Observations of enhanced social cognition and interactions</li><li data-bbox="116 1075 528 1104">• Curiosity, imagination and exploratory drive</li><li data-bbox="116 1124 579 1153">• Precision and persistence, mastery, commitment.</li></ul>	



