



## REGGIO-INSPIRED NETWORK OF MINNESOTA PROTOCOL FOR DISCUSSING TRACES OF CHILDREN'S WORK/THINKING

(Adapted from Steve Seidel and colleagues at Project Zero)

1. **CHOOSE ROLES** – Select one person to be the facilitator/time-keeper and one person to take notes throughout the process. The presenting educator can also take notes for her/his own purposes as she/he listens to participants.
2. **OBSERVE** – Begin with everyone present simply looking at or “reading” the documentation that the presenting educator has brought. The presenting educator is quiet.
3. **DESCRIBE THE WORK** – The group is asked to describe any noteworthy aspects of the documentation, using descriptive language and withholding judgments and assumptions. (Not “I like.../I don’t like...”) *What do you notice?*
4. **RAISE QUESTIONS** – Once everyone has had a chance to describe the work, the group is asked to state any questions that have arisen during the first phase of the process. Participants should be reminded that they might not get answers to all of their questions. The questions and issues that the documentation raises are important in themselves.
5. **SPECULATE ABOUT WHAT THE CHILDREN ARE WORKING ON** – At this point, the group is asked to make some guesses or hypotheses about what the children were working on in this documentation. Participants can also explain why they have come to these hypotheses: *What is it in the work that leads you to say that?*
6. **HEAR FROM THE PRESENTING EDUCATOR(S)** – Having listened for so long, the presenting educators now add their perspectives on the previous phases of the process: description, questions raised and speculation about what children were working on. They may or may not choose to respond to some of the questions the group has raised. Reflect on and respond to what others have said.
7. **DISCUSS IMPLICATIONS FOR TEACHING, LEARNING AND UNDERSTANDING CHILDREN'S STRATEGIES** – Everyone is invited to share thoughts provoked by this discussion about teaching, learning, ways to support group learning, etc. *What could we do next or differently to move this forward?*
8. **REFLECT ON THE PROTOCOL** – It is helpful to leave time at the end of the process to reflect more generally on the process itself. Group members can indicate what is helpful in the protocol and what is frustrating, and suggest ways to modify it. They can also comment on changes they have noticed in the way the group approaches and uses the structure.
9. **OFFER THANKS!** – The session should always end with acknowledgement and thanks to the presenting educators, facilitator, note-taker and participants.