



BE_Class_TheMask_Question

Teacher Education Design Principle + code:	11. Teacher education should enable teachers to use questioning effectively and encourage children's questions in order to foster creativity and inquiry. TE: Question
Specific Teacher Outcome(s):	11.1 Teacher should be able to use different forms of questioning at appropriate points to scaffold creative learning outcomes in science and mathematics, and in particular to encourage children's reflections and explanations, foster their independence and extend their inquiry.
Factors linked with:	AO: Creative; P:Ques; P:Scaff; P: Agency; P: R and R
Type of material (image – interview (int) – classroom extract (class):	Classroom
Originating from:	
Country report :	D4.3 – Belgium
Case:	Cases 1&2
Episode:	The Mask
Teacher:	Sarah
Age Group:	4-6
Selected episode present in D4.4 Appendix	No



Questioning (and standing back) to inform reflection and reasoning, fostering agency and peers to interact

When the children have to choose what they like to do, there are corners which are regular (such as the construction corner, the book corner and so on) however there is also a more special activity. The children can choose to design a mask (because of the carnival). Children can choose to work in the classroom of Maaïke or in the classroom of Sarah. Both are guiding a mask activity.

In the classroom of Sarah, there are 6 children working at the 'Mask' table. They are creating a mask with a flag on it (because of the 'Belgium in Europe and beyond project'); however children who don't want a flag on their mask may use their own ideas. So two girls decide to make a sprout as mask.

At a certain moment a child (a boy) who has worked in another group, also wants to design a mask. He wants to make a bunny.

On the table there are several materials, there are different kinds of glue, different kinds of other 'adhesive materials, different kinds of decoration materials. The children are also allowed to take materials from the different bins in the classroom.

During the episode, Sarah interacts with the boy who wants to make a bunny mask and with the girl who is making a sprout mask. Sarah knows that she has to guide the boy more intensively because he gives up easily. During the episode he tries to make eyes in the mask, in doing so he is trying out several tools.



Teacher 'Eyes and how can you make those eyes?'

Child 1 'With scissors.'

Teacher 'With scissors? Are you going to try with scissors?' *The teacher is saying this in a very encouraging way.*

Teacher 'And how do you know where your eyes have to be?'

Child 2 'In the middle.'

T 'hm.' *The teacher looks at Child 2 who is repeating what she has said.*

Child 2 'In the middle' *However straight after this she says 'No here' and she is pointing with her finger to her eyes. Child 1 is watching.*

Teacher 'The eyes are indeed here in the middle.' *She turns back to Child 1 and asks 'How can you know that here?'. She points to the paper from which the mask will be made.*

Child 1 shows with his finger where the eyes have to be. The teacher confirms this and asks the other children how they have worked earlier.

Two children show how they have done it and they also give a limited explanation while showing with their hands. They have held the paper before their eyes and the teacher has drawn circles on the paper at the height of their own eyes.

By using questions the teacher tries to stimulate the reflection and critical thinking of the children. Although she finds it not so easy to keep a balance between interacting and no interacting. Some children do not need much input, others, like the boy in the episode, need some more coaching otherwise he quits.

creative little SCIENTISTS

Sarah: 'As a teacher you don't have to reveal everything too quickly. You have to keep asking questions, so children can give the answer or solution themselves. The children have to experience themselves and have to do investigations on the materials. Some children may need some advice sooner than others, in order to stimulate them further. Some children stop working if they don't find the solution easily or if something doesn't work.'

The latter is very well illustrated in the following episode. And also here the other children interact as peers.

C1 begins to cut but it is not going too easy, he cuts above the eyes and horizontal. It is hard for him to get the scissors in the paper. C2 says 'No' and shows how he should do it. She does prick movements. C1 puts the scissors otherwise and the scissors are now standing perpendicularly to the paper. However it does not work, and he looks around and watches the other children. He calls the teacher and indicates that it failed.

Teacher 'Do you have problems? How can you try otherwise?'

Child 4 'With a spike or something else.' *Child 1 looks with the scissor in his hand to the paper. The teacher is sitting beside him.*

Teacher 'How could you try it differently? How can you make a hole in there?' *He points towards the bins which are near the table.*

Teacher 'Have a look in the bins. Can you use something from there? Go and have a look.' *Child 1 goes to the cabinet with the bins and looks in a number of bins (taking 1 or 2 minutes). He doesn't seem to find anything.*



The teacher, who comes over, encourages him to take something out of the bin that pricks. He has found a stick.



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