

Problem Solving - Reflection on Problem Solving Skills

Summary

What is a Reflection on Problem Solving, anyway?

- Educators help children to reflect on the problem-solving process by providing feedback, offering comments, and facilitating discussions about problem solving.

What's the Point?

- Builds children's confidence and independence to solve common social problems.
- Builds children's understanding of the process.
- Enhances children's sense of citizenship in the classroom community.
- Improves children's peer relationships.

How Do I Do This?

- Observe and note situations to share during group activities to support and encourage children.
- Facilitate conversations with individual children or groups of children by asking open ended questions.
- Comment on and recognize children for being good problem solvers by giving positive and descriptive feedback.
- Help children reflect of their own use of problem solving by asking open ended questions.

How Will the Children Participate in This Practice?

- Children can share their own examples during group discussions of problems that have encountered and solved.
- Children can give each other compliments and feedback about their problem-solving skills.
- Children can celebrate their success by looking at pictures taken and posted of their engagement.

Checklist

<i>Task</i>	<i>Complete?</i>
Educators observe times of the day when children encounter problems and takes note of how the children solve the problem.	
Educator discusses their observations with their team to decide when and how they can share their observations with the children to facilitate a reflective discussion.	
Educator and team can create a list of open- ended questions to promote children's involvement in the reflective discussion. "How did you feel when?" "What would you try next time?"	
Educator asks for children's input during reflective activities to facilitate and continue the children's participation. "who else has an idea?"	
Educators recognize and acknowledge children by giving positive descriptive feedback.	
Educators ask for children's suggestions and ideas on how they could solve a problem, this could be a real or hypothetical problem.	
Educator individualizes reflective conversations with individual children that need additional support.	
Educator document and share reflective conversations with families.	

When children engage in respectful, responsive, and reciprocal relationships guided by sensitive and knowledgeable adults, they grow in their understanding of interdependency.

Makovichuk, Hewes, Lirette & Thomas, 2014, p. 110

Flight: Alberta's early learning and care framework.

Retrieved from www.flightframework.ca

