In my last blog, I looked at a teacher’s thinking and questioning process. I would like to continue this theme in order for you to take a peek into how we scaffold thinking in learning.

One way of scaffolding a child’s learning is by honoring their ideas.

In my previous question to the children, “Is it possible to see something in more than one way?”, The children had come up with many ideas about using a variety of materials with the camera that would expand on this notion of points of view, e.g. mirrors, magnifying glasses, etc.

In honoring their ideas about using materials, I devoted the next class to experiencing and investigating with materials, again staying in the theme of self, and working with a partner.

This experience was exciting as I watched the children invent and strategize ways of taking pictures of their friends that would change the image of their friend.
As a teacher not only did I document but at times I offered scaffolding suggestions like, What if you added this, or did you think of holding the camera this way, or did you see what your friend was doing over there? All these types of observations and questions were intended to help the child achieve their desired idea or to help them construct a new idea.

In our reflection meeting at the end of the experiences, the children thought possible it was not only a different point of view but a different way to see yourself or change yourself. This was a wonderful discovery, to see yourself from a different point of view using materials to transform yourself or anything in new ways.

A huge part of scaffolding learning is in REFLECTION, and allowing for INTERPRETATION.

As the children revisit or as a group interprets their photographs, they can make meaning together and hear the ideas of their peers, pushing them to think about what they see in new ways. Seeing something in a new way, especially a different way, can bring forth an amazing amount of interpretation. For instance, a straightforward shot of your child might elicit the child's image as one representation but a reinvented way of looking at their image (see photo) can elicit endless interpretations, and in turn more thinking. In a way it is symbolic thinking we want the children to see that there are many ways to interpret something and to share ideas as a whole so that they can listen and connect with their peers, which brings about this idea of shared knowledge.
WHICH PICTURE ALLOWS FOR MORE THINKING and learning? AND INTERPRETATION?

Children's Observations;
“It’s C.M!”
“It’s a whole body point of view.”

Learning;
point of view

Contrast the children’s observations with their comments about the next photo of C.M. It develop’s first a discussion about who the child is, and how the picture was taken.

CHILDREN’S OBSERVATIONS:

”He looks like he’s wet.”

”Yes, wet, but more like he is frozen.”

”I notice there is a reflection.”

“Yes, but like he is turning into a tree.”

“He looks swirly!”

“What if he was frozen under the water?”

“I think someone took his picture very up close standing in front.”

What learning is elicited in this discussion?
- co-construction of ideas
- creative thinking(outside the box),
- thinking about perception itself
- Thinking about the way the photograph was constructed
- thinking about light, shadow, and reflection,
- collaboration and shared knowledge
SCAFFOLDING REFLECTION/ This is why I offer time to reflect among students and time for myself to reflect as well. As you can see, a good amount of learning and idea-sharing can happen. What happened in every group, which I supported with scaffolding questions, was some big concepts that arose to the top:

1. “WHAT IF” observations, fuels the growth of thinking outside the box. Children were thinking about the photo (see below) as being many possible stories and ideas. I love this, think of avatar, star wars, apple computers etc all of the great imaginative thinkers of our times had to think in the same way that your children are thinking in.

2. The other was the idea of PERCEPTION which was fueled by the thought provoking pictures the children had taken like this one (below) where they had to use some incredible strategies in thinking to figure out the photo and what they were seeing. Some of my scaffolding questions became, “How do you know this is that particular friend?, What are the clues, is it the shape, the hair, etc?”, (having them think about their strategy in perceiving something they are seeing.)

How much of a friend do you need to see to know it is them? (Again having them think about how much information they would need to have to identify something) This was a wonderful discussion because I began to hear children think in terms of reasoning and editing their thinking, i.e.: Lillia’s comment “Well, I know that I used the magnifying glass, the tube, and the net, and all my friends are saying they didn’t use them all together, so it must be a picture of me!”
SCAFFOLDING REINTERPRETATION and editing, developing aesthetic sense

This past week and for the few weeks we are beginning a process where each child will edit the photo’s that their friends have taken of them. **Editing itself is a scaffolding tool**, giving the child a tool with revisit, rethink and improve their work. Helping them to scaffold their learning in a new way, developing their aesthetic sense, and giving them a chance to reinterpret what they have done. This is my role to help them achieve a version of their work that they are more satisfied with.

**SCAFFOLDING COLLABORATION AND SHARED KNOWLEDGE**

Just as each child interprets differently, each child has a different aesthetic.

As the children learn iPhoto editing, they also discover techniques or ways to manipulate the controls that create a desired effect.

This knowledge can, in turn, be shared with a friend to help deepen their knowledge of this tool and aesthetic.