

A Closer Look at Habits of Mind: Collaborates with Others to Accomplish a Shared Goal

Traits: The child ...

- Includes others – shares classroom resources with peers
- Contributes ideas to a group
- Exhibits a caring attitude – recognizes the strengths and challenges of peers
- Listens and engages with others with interest, curiosity, empathy, and understanding
- Demonstrates interdependent thinking – builds on the ideas of others – acknowledges the value of diverse ideas, skills, and experiences.



Supporting the Emergence of Collaboration

Ask yourself ...

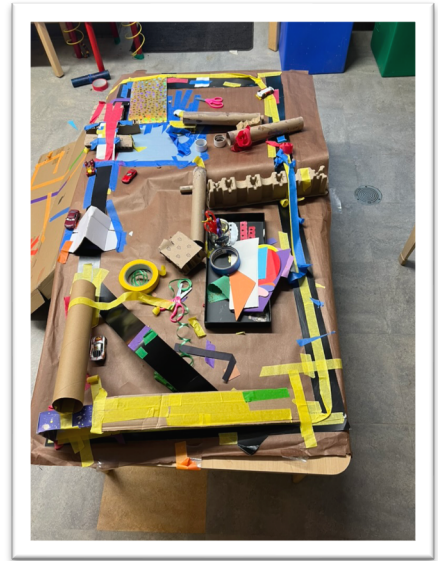
- How might I reduce the demands of collaboration to allow children to experience low risk, high reward connections? For instance, it can be easier to share resources with classmates when there are plenty of materials. Notice all the scissors, the washi tape options, and tray full of colored paper in the photo.
- What might I add to each area of the classroom or space to promote collaboration and care? For instance, in dramatic play, you could try out a care center (or doctor's office), a vet clinic, a restaurant, or a flower shop in addition to the common house set up. In small world, set up multiple family groupings such as families of penguins, or forest creatures, or people figurines.
- Where are there opportunities to refer children to each other? How might children's gifts and talents be shared across the learning community? Who is an expert opener of milk cartons? Who draws an excellent cat? Who are your zipper, snap, or tie masters?
- What could I read? *What's My Superpower?* by Aviaq Johnston explores the idea of contributing gifts and talents to the community. In Jillian Tamaki's *Our Little Kitchen*, everyone contributes to the creation of a shared meal for the neighborhood.



Collaborating: Language to notice, spotlight, and reflect!

I am noticing that you ...(traits)

- included your friend in your group
- shared your materials/supplies with your friend
- added ideas to your group
- care about your friend/group. I can tell because you ____ (behavior).
- used your friend's idea to come up with a new idea by snapping ideas together.
- are asking questions to help you understand your friend's idea.
- Are being flexible with your ideas and plans.



I see that you had different ideas. How did you snap them together? What words/strategies helped you snap your ideas together?

I am seeing that _____ is struggling. How can we help _____ to be part of our community?

You asked a question to find out what others are thinking.

I notice that your friend's idea inspired you to find a new idea. You inspired each other! You piggy backed on each other's ideas!

I heard you say "we" and "us" when you explained your group's work.

How did others help/support you? How did you help/support the group?

Notes on Observing and Assessing Children's Expression of Collaboration



When children are working toward a shared goal, they are building, creating, or exploring jointly. When children play next to each other without a joint focus, they may be engaging in parallel or associative play. These are precursors to collaborative play and exploration. Watch and listen closely for emerging evidence of coordinating with others.

When a child is expressing a robust understanding of collaboration, you will hear them explicitly notice and name collaboration in their own play and exploration and in that of others. *Sarah and I are collaborating! We snapped our ideas together.*