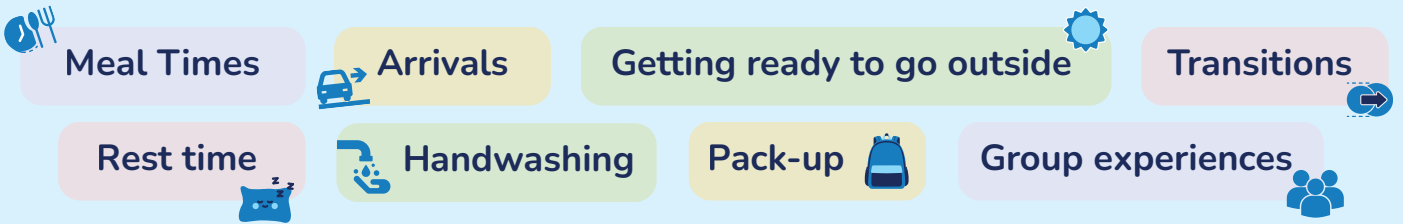




Slow Pedagogy Toolkit

Find your “rush point”

You don't need to redesign your entire day to explore **slow pedagogy**. Instead, choose one part of the day that regularly feels difficult or rushed. It might be:



1. Find the rush point

What part of the day feels rushed?

Why does this moment feel rushed?

- ☐ The clock
- ☐ Staffing
- ☐ The environment
- ☐ Our expectations
- ☐ The way the routine is organised
- ☐ Too many transitions
- ☐ Something else: _____

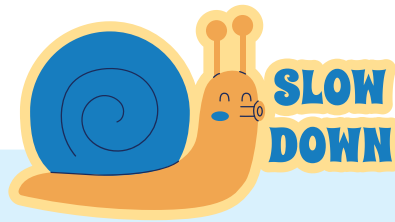
2. Slow down and notice

What are children experiencing during this moment?

What are the children communicating with us?

Are children:

- ☐ Waiting
- ☐ Becoming frustrated
- ☐ Losing interest
- ☐ Finding it difficult to regulate
- ☐ Relying on educators to do things for them
- ☐ Missing opportunities for independence
- ☐ Being given enough time to process and respond
- ☐ Experiencing opportunities to make choices
- ☐ Able to access, participate and engage?



3. What could we change?

✗ Instead of asking, “How do we get through this faster?”

✓ Ask: “What could we change to make this moment more responsive?”

Could we:

- ☐ Change the environment?
- ☐ Give children more choice?
- ☐ Provide a visual cue?
- ☐ Give an earlier warning?
- ☐ Reduce an unnecessary transition?
- ☐ Allow additional processing time?
- ☐ Involve children in the routine?
- ☐ Provide a different way to participate?
- ☐ Protect uninterrupted play?
- ☐ Give children more opportunities to do things independently?

What is one small change we could try?

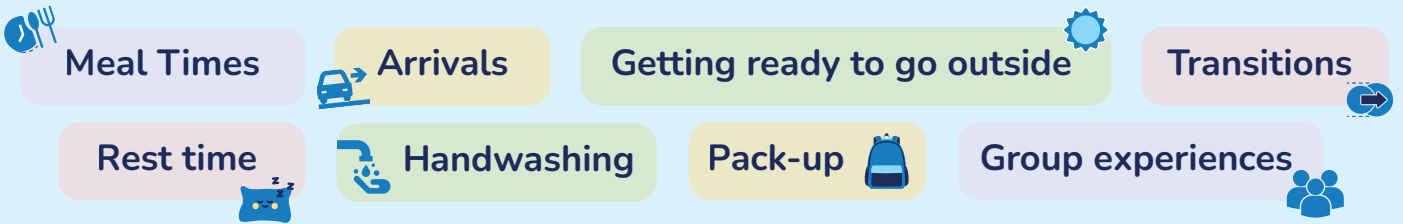




Slow Pedagogy Toolkit

Find your “rush point”

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4. What could we protect?

Look closely at the moment you have chosen.

Is there an opportunity for **play, conversation, investigation, problem-solving or connection** that could be given a little more time?

What might happen if we didn't immediately move on?

The 5-Second Slow Pedagogy Challenge

Choose one interaction with a child.

Tomorrow, pause.

Give them five extra seconds before you step in, repeat the instruction, answer for them or move them on.

Then notice what happens. The child might:

- respond when given more processing time
- communicate something you hadn't noticed
- continue their thinking
- initiate an interaction
- solve the problem themselves
- show you another way they can participate.

Reflect

What did I notice when I stopped rushing the interaction?

One thing I will try again:

Slow down. Notice more.