



# MVA Framework Self Assessment

A personal reflection tool for educators.



## Roots: Which roots guide your practice?

\*These reflect your core beliefs about children.

- I believe children are smart and capable
- I believe all children deserve educational equity
- I recognize that children learn and develop in diverse ways
- I actively reject deficit thinking



Are there other foundational beliefs that guide your practice?

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## Trunk: Which types of experiences do you try to offer young children regularly?

\*These reflect ways you help create opportunities for agency.

- Initiate learning
- Ask questions
- Share stories
- Work together
- Conduct research
- Observe each other
- Engage in shared activities
- Care for one another
- Connect with the natural world
- Value their families, traditions, and languages



Are there other agentic experiences you nurture daily?

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## Branches: How do children express agency in your classroom?

\*Across the seven categories below, select the practices that reflect your environment.



### Content Markers

Children are supported to:

- Explore across disciplines
- Initiate topics of discussion
- Choose activities
- Select books
- Contribute their own knowledge
- Steer or shift a topic
- Create their own projects or activities
- Tell stories



### Pedagogy Markers

Children are encouraged to:

- Observe peers and adults
- Chat with peers
- Initiate their own activities
- Learn through trial and error
- Move, speak, and explore (not just sit still)
- Ask questions
- Contribute to group activities
- Persist with projects over time



### Identity Markers

Children have space to:

- See educators value family and community knowledge
- Learn about themselves
- Use their home language without being reprimanded
- Express a range of emotions without shame
- See diverse families and cultures reflected
- Support children's differences



## Branches: How do children express agency in your classroom? (Cont.)

\*Across the seven categories below, check any practices that reflect your environment.



### Relationship Markers

Children have opportunities to:

- Choose learning partners
- Interact with many classmates
- Ask peers for help
- Solve problems together
- Learn with more than human world
- Be truly heard by peers
- Learn with children outside classroom community
- Have meaningful conversations with adults (not just about rules)



### Community Markers

Children are trusted to:

- Follow norms with minimal reminders
- Accept boundaries without rewards or punishments
- Compromise
- Demonstrate knowledge about each other's lives
- Help create and maintain calm
- Show care for others
- Listen to peers
- Care for community resources



### Demonstration Markers

Children are empowered to:

- Teach each other
- Plan learning experiences
- Make their own materials
- Share concerns
- Give and receive feedback from peers
- Represent learning
- Have moments of autonomy without adult direction



### Environment Markers

Children are free to:

- Spend time outdoors
- Move freely around the space
- Choose materials
- Choose where to sit or gather
- Modify the space
- Care for the natural world
- Learn outside the classroom
- Walk without rigid lines



## Elements: What conditions shape your ability to support children's agency?

\*Consider which of these challenge your work.

- Overuse of technology in instruction
- Systemic discrimination
- Excessive curriculum requirements
- Lack of teacher control over schedule
- Pressure to give up cultural values and knowledge
- Lack of infrastructure (displacement, disasters, dilapidation of learning spaces)
- Limited time and space to build on children's interests



## Aerial Roots: Reflection

1. What parts of this framework feel strongest in your practice right now?
2. How much agency do you have in your role?
3. Which markers would you like to see children doing?
4. What relationships, partnerships, or community connections could help address the barriers you face?

