

Professional Learning Journal Entries

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EDUC90- Interactive learning with the child

Week 1

This week's focus was on the image that educators withhold of children in the learning environment and in general. Personally, when I reflect on my image of children I view them as competent, equals amongst each other, independent in their learning, creative in their play, and so much more.

Throughout this week new learning and interesting concepts for me were developed. From the reading and other professional discussions. For example, within the reading, it talks about the "rich child" and how they co-create learning spaces with educators based on our image of children we behave and treat them differently. Other new learning for me also includes the concept of how our environments reflect on how we view children in the environment. For example, if we have less complex materials in our environment we view children as less competent and don't give them the opportunity to be creative in their play. whereas if we have many and a variety of different complex materials such as natural (sticks, rocks, leaves) as well as other such as bottle caps small, variety, and much more we view children as more competent and creative.

Learning outcomes meet this week include: 1,2,3,7,10

Week two

This week we talked about how pedagogy influences our practice and how we as educators use pedagogy within our daily practice. Documentation has a big impact on our pedagogical practice because it's a way for educators to see children's learning and reflect on ways to enhance and create a learning environment suitable to their interests and their learning needs. This subject also closely relates to the learning outcome number 5.

Something new that I learned this week is the concept that not only are the children learners but the educators and continuously learning from the children and through their experiences of creating the environment. For example, right now we are furthering our knowledge through readings and collaboration with other students whereas when we begin our practice we will gain knowledge through personal and practical experiences. Through pedagogy we also collaborate with colleges, other professionals, and parents to gain further knowledge of not only practical outcomes but more about children themselves. I feel that this is new learning for me because I didn't really think about the different types of knowledge we as educators use in our daily practice. For example the difference between theoretical knowledge and practical knowledge when planning curriculum.

Learning outcomes meet this week include: 2,4,7,9

Week three

This week we discussed what the environment as a third teacher is and the importance of this concept in the early learning environment.

During this week's guest speaker I really liked how she talked about making the environment feel like another teacher. This was new learning for me, throughout the duration of my studies we have touched on the subject of the environment as a third teacher and how it educates and furthers children learning through materials and activities. But having the room feel like another teacher to educators is a new way for me of looking at the environment and will influence the way I create a learning environment for children. I also learned how the documentation process comes into play when creating a third teacher space. For example, our observations of children allow us to see their interests and what inquiries they have. Through the collaboration of our documentation with colleges, parents help us to create an environment that is teaching what the children are interested in and want to learn more about. I also gained knowledge of the importance of continuously changing the environment because children's interests and inquiries are always changing.

I also liked how our image of children from previous weeks connects to how we as educators develop our environment to suit our values of children. New learning for me was also that children benefit more from an uninterrupted play. During this week we talked about how having scheduled and short times for children to play doesn't support their wonderment and learning. I think this topic is new learning for me because through personal experience I've seen children for example during my previous highschool placement in a kindergarten classroom they were often on a strict schedule where they were continuously changing their activities during the day. The program was often changing what the children were doing each hour or less and they got an hour of free play in the morning. After the topic of this week, I have learned the importance of giving children a structural amount of time to inquire and wonder in their play and give them enough time to explore through their environment.

Learning outcomes met this week include: 3,4,5,6,7,8

Week four

This week's focus was on nature based early learning environments. New learning and thinking that happened for me this week incorporate using children's curiosities of the natural environment to create a curriculum based around and in the natural environment. I think this aspect is important because children will want to be more engaged in the learning environment if they are learning about what they are interested in and want to learn more about.

The concept of the common world was new learning for me. Within the weekly readings, it talks about the common world is the relationship developed between children and the natural environment. This is a new way of looking at our natural world relationship to use in our practice when thinking of natural-based curriculums for children. I also think it's important that children not only connect to the environment themselves but understand and learn about the different connections that each culture and diverse populations have to the environment. Connecting children to not only the natural environment but the wildlife that they see and coexist with is also new learning for me. Throughout the course, we have learned that its important to connect children to natural materials so they can learn about the natural world but connecting them to creators such as insects, and wildlife is also important. For example, children often find caterpillars, worms, birds, squalls, and much more. I think that pointing there out and explaining to children as well as creating further activities to further their learning is an important way to fulfill their curiosity. Overall this week's topic has sparked my thinking and interest on how to incorporate our natural environment into children's learning and encourage outdoor environments and play.

Learning outcomes meet this week include: 3,4,5,7,9

Learning outcomes for EDUC90

1. promote a sense of belonging, partnership and acceptance of all children and their families, reflecting on their uniqueness and strengths.
2. Establish partnerships with families to promote engagement in children's early learning.
3. Co-design the physical, social and emotional indoor and outdoor environments to support all children's ongoing holistic development and learning, including children with special needs.
4. Observe children to understand, respond to and extend upon their learning interests and approaches to learning.
5. Engage in pedagogical documentation processes to make children's thinking and learning visible, e.g., digital/electronic platforms, documentation panels, portfolios and learning stories.
6. Maintain clear and appropriate professional boundaries with children and families and colleagues.
7. Practice in compliance with the College of Early Childhood Educators' current Code of Ethics and Standards of Practice.
8. Effect change in one's own communication and professional practice, based on professional feedback received.
9. Engage in critical reflection and collaborative inquiry with colleagues, children and families to question theory and practice, discuss ideas, test theories and to share learning.
10. Collaborate with others in early learning teams to reflect knowledge and value respective roles and scope of practice.

(EDUC90- Interactive Learning with the Child, 2020)

References

EDUC90- Interactive Learning with the Child (2020, Sept.) Retrieved from Fleming College Desire2Learn:

<https://fleming.desire2learn.com/d2l/le/content/132167/viewContent/1459330/View>