

**"How to Create Experiences WITH
Young Children Rather Than
Planning Activities FOR Them"**

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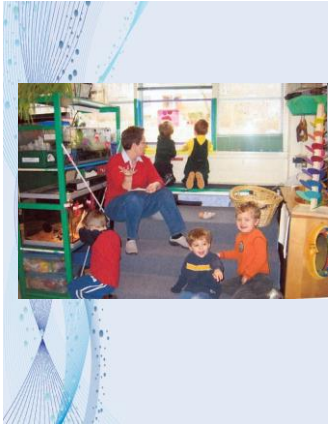


WAITING FOR YOU
--Bev Bos

*We've been waiting for you to come to
this place,
Waiting for you to come to this place,
Wherever you're from,
We're glad that you've come.
We've been waiting for you to come to
this place.*

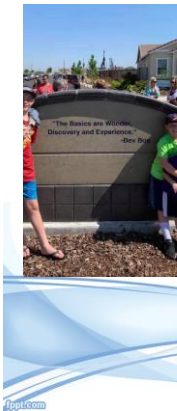
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"We want to know what the children think, feel, and wonder. We believe that the children will have things to tell each other and us that we have never heard before. We are always listening for a surprise and the birth of a new idea. This practice supports a mutual quest for understanding. It is a practice of searching together for new meaning. Together we become a community of seekers."

--Louise Boyd Cadwell

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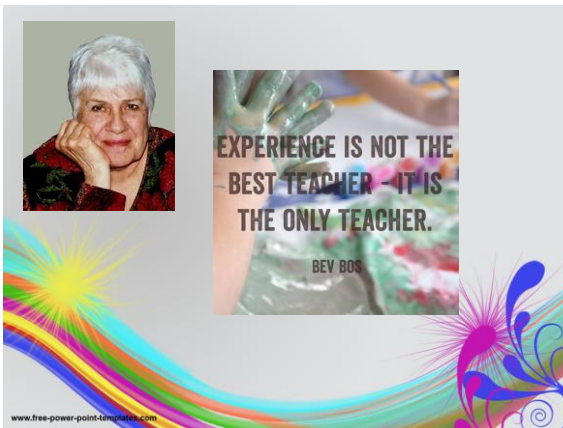
WONDER DISCOVERY EXPERIENCE



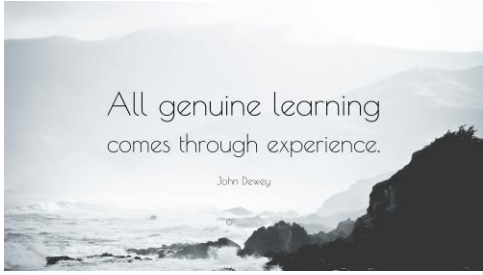
Bev Bos

Early Childhood Educator, Consultant and Teacher

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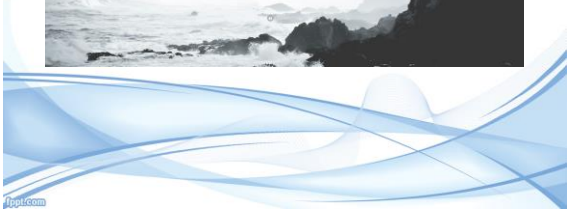


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All genuine learning
comes through experience.

John Dewey





BELIEFS...
INTO
PRACTICE

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“What’s love got to do
with it?...”

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“What’s love got to do with it?
 In a real sense, everything.
 When I bring my loves—my interests and passions—
 into the classroom I am able to convey
 a genuine enthusiasm for the topic at hand.
 This enthusiasm is the elixir that turns ordinary activities
 into compelling curriculum.
 If I hit upon an area that the children love—
 or come to love—we become bound together
 by our common interest.
 The classroom becomes a place where study
 and discover are celebrated.
 And in the end it is this love of learning in general
 and passion for specific content areas
 that we are trying to nourish in our children.
 Love and wonder are the seeds of knowledge
 that will help children blossom into lifelong learners.”
 —Ben Mardell
 From *Basketball to the Beatles: In Search of Compelling Early
 Childhood Curriculum*

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PURE JOY!

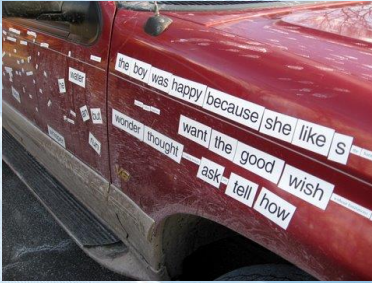
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HOPES....

- To rethink our work with children....
- To be inspired by others....
- To want to know more, learn more, grow more....
- To connect to your joy and passion in your work....
- To always keep children at the center....
- To share with others....



CULTIVATING A DISPOSITION OF CURIOSITY....



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LEARNING THROUGH EXPERIENCES



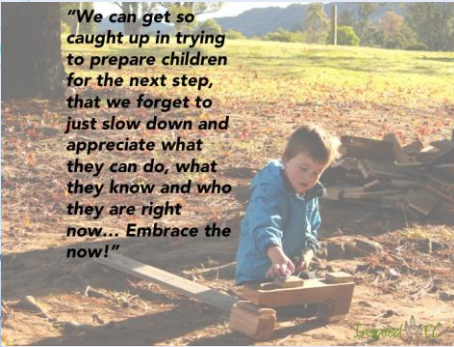
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EXPERIENCE

ACTIVITY



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"We can get so caught up in trying to prepare children for the next step, that we forget to just slow down and appreciate what they can do, what they know and who they are right now... Embrace the now!"

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THE OCEAN?

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THE OCEAN?

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HOW DO WE LEARN?

HOW DO CHILDREN LEARN?



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We can **best** help our children learn,
not by deciding what we think they should learn
but by making the world,
as far as we can,
accessible to them,
paying **serious attention** to what they do,
answering their questions ...
and helping them **explore**
the things they are **most interested in**.

www.walkingbytheway.com

-John Holt

fppt.com



Kisha Reid, Play Empowers

www.tppt.info





“APPLENESS”


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WHAT WE **LEARN** WITH PLEASURE
WE NEVER FORGET.

-LOUIS MERCIER




ifttt.com



Have you ever seen
anything in your life
more wonderful
than the way the sun
every evening,
relaxed and easy,
floats toward the horizon....
-Mary Oliver

**“Somewhere over the rainbow,
way up high,
There's a land that I heard of,
Once in a lullaby.
Somewhere over the rainbow,
Skies are blue,
And the dreams that you dare to
dream really do come true”**



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OBSERVING AND PROVOKING INTEREST



TOOLS, MATERIALS, ENVIRONMENT FOR EXPLORATION



THEIR IDEAS



TAKEN SERIOUSLY





WHAT NEXT?

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**REFLECTING
AND
DOCUMENTING**

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SHARING WITH OTHERS

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“Children are capable, competent, curious, and creative. They are natural researchers as they question what they see, hypothesize solutions, predict outcomes, experiment and reflect on their discoveries. Children are not passive, empty vessels waiting to be filled; Rather, they are self-motivated learners actively seeking to understand the complex world in which they live.”
~Lynn Staley



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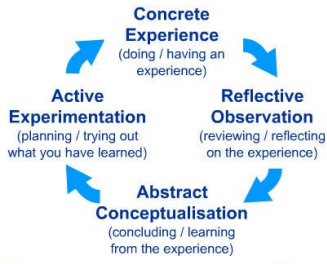


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Roseville Childcare

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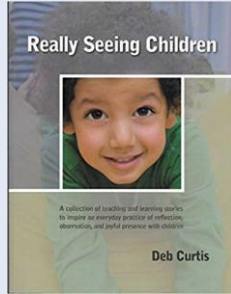
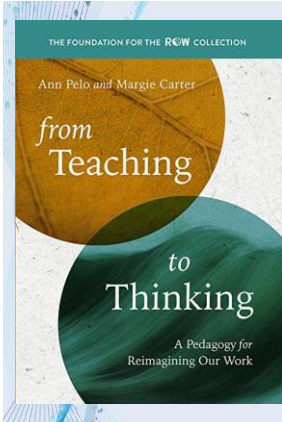


“Learning is the process whereby knowledge is created through the transformation of experience”
--David Kolb

“Children learn more and more deeply from self-directed exploration than from being 'taught' ”
--Alison Gopnik




ENVIRONMENT
INVITATIONS
INQUIRY
OBSERVE
INTERACTIONS
AGAIN PLEASE!



“Children see more, hear more, feel more, experience more than adults do. They are far better learners than we are. These remarkable learning abilities reflect special features of children’s brains, features that may actually make young children more conscious than adults.”

—Alison Gopnik from *Children’s Lively Minds: Making Schema Theory Made Visible* by Deb Curtis and Nadia Jaboneta

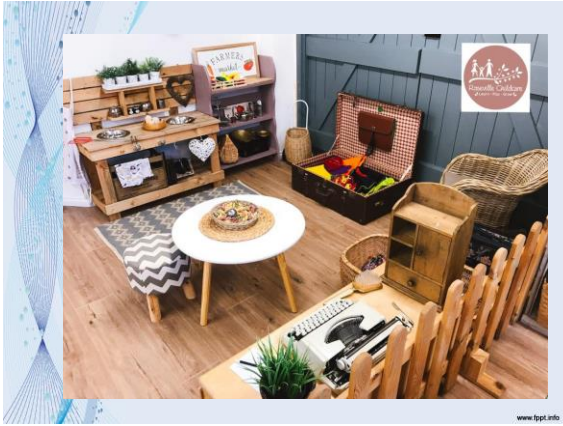





The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences. We must widen the range of topics and goals, the types of situations we offer and their degree of structure, the kinds and combinations of resources and materials, and the possible interactions with things, peers, and adults.

- Loris Malaguzzi

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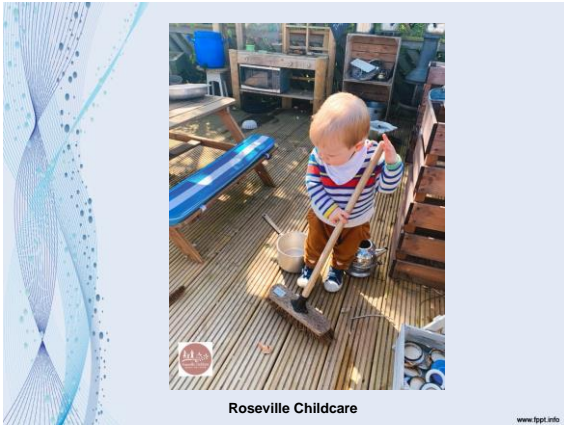
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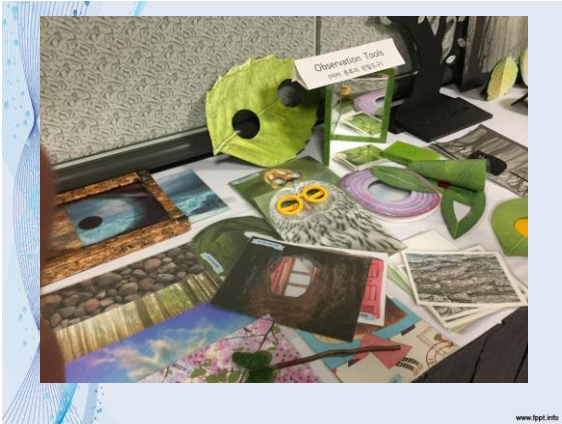












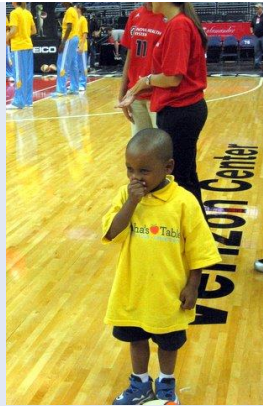
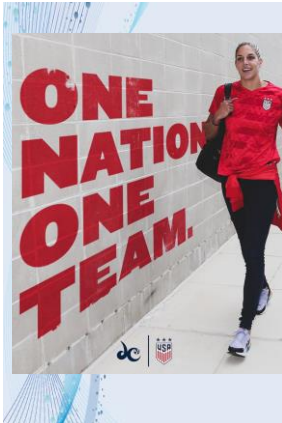


*“ Teaching is not just a profession, it’s a passion.
Without passion for your subject and
a desire for your children to learn and be the best in the world,
then we have failed as a teacher and failure is not an option.”
--John Podojil*





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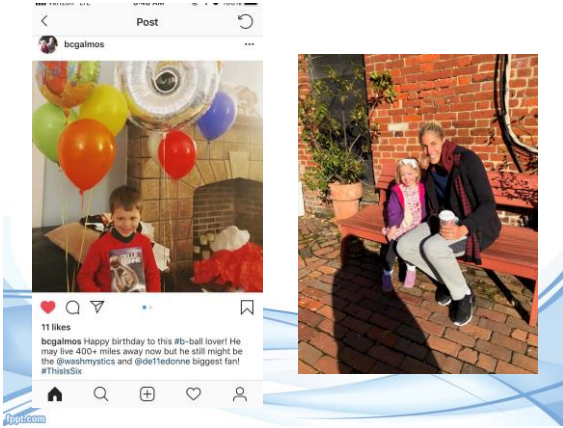
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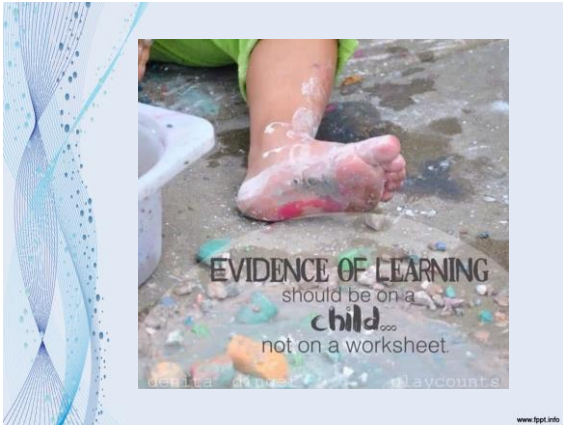


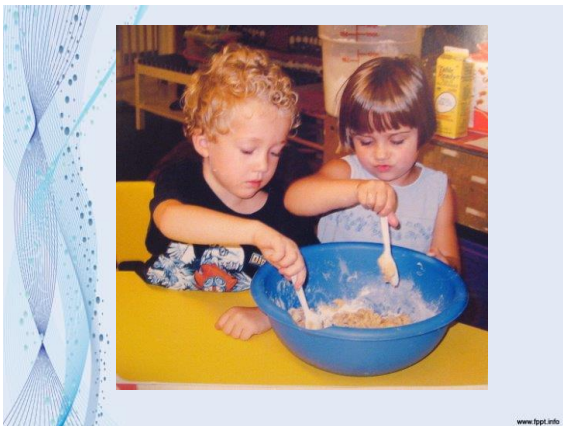
We used small pictures of the Mystics players to play our own game on a small court! Elizabeth lined up the players and we cheered as Mr. Morris announced them! SJ and Bobby made Elena score!



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Kisha Reid, Play Empowers

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Kisha Reid, Play Empowers

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It remains a mystery exactly how interests develop. But it is certain that they set us aglow. They kindle enthusiasm like tinder catching flame. When pursuing their interests, children know for sure that the world offers adventures perfectly suited to them.



Free Range Learning
Laura Grace Weldon

fppt.com

"THE MORE I WALK AROUND THE WORLD THE MORE I LEARN!"

Today, "We went to the creek after. The water goes all the way to the sea be full."

"THE OCEAN IS THAT WAY!"

Let's: "The water was going this way."

And: "Even Andrus made a lot of boats she gave one to Derek." Will: "Yes it was going one way to the ocean."

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Kisha Reid, Play Empowers

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Our flexibility and willingness to follow a child's lead will allow remarkable things to happen, if we let them.

-Bev Bos

teaching2and3yearolds.com

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THE THINKING LENS

Know yourself. Open your heart to this moment.

Take the children's point of view.

Examine the environment.

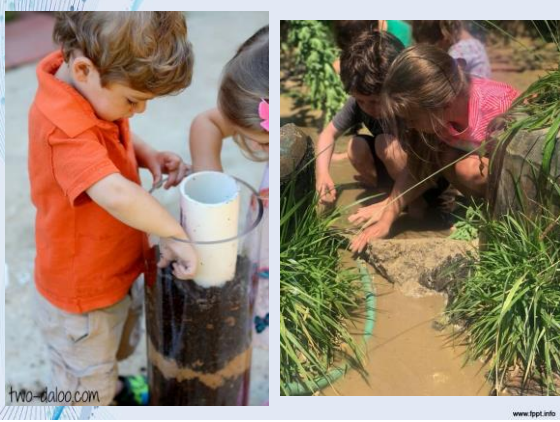
Collaborate with others to expand perspectives.

Reflect and take action.

--From Teaching to Thinking: A Pedagogy for Reimagining Our Work, Ann Pelo and Margie Carter

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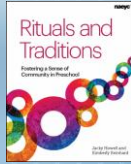
...And what is connected
to creating
experiences???

PLAY!!!

“Parents and policy-makers pressure teachers to make preschools more and more academic, with more reading drills and less time for play and pretend. But the science suggests this is also wrong. Very young children learn best from their everyday experiences of people and things, and from being able to playfully explore the world in a safe setting with people who love and care for them. Those settings can't be mass manufactured or provided on the cheap, and the learning they lead to can't be simply measured on standardized tests.”

--Alison Gopnik, *“Babies Are Smarter Than You Think”*

THANK YOU FOR ATTENDING THE SESSION!
JACKY CAN REACHED FOR WORKSHOPS AND
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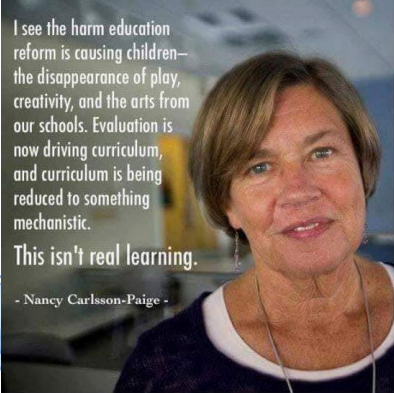


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"Children trying out new things
are like plants putting out little
green shoots. We must be
careful not to cut them off."
- John Holt

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I see the harm education
reform is causing children—
the disappearance of play,
creativity, and the arts from
our schools. Evaluation is
now driving curriculum,
and curriculum is being
reduced to something
mechanistic.
This isn't real learning.
- Nancy Carlsson-Paige -

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