



YOUR IMAGE OF A CHILD

Where teaching begins ...

Capable, Confident, and Curious: Nova Scotia's Early Learning Curriculum Framework



‘Capable, Confident, and Curious: Nova Scotia’s Early Learning Curriculum Framework is based on the concept of the *Image of the Child* which says that everyone’s personal *Image of the Child* is influenced by their own experiences, biases, and knowledge.

This framework's *Image of the Child* sees children as curious, creative, full of potential, capable, and confident. It values and honours children for who they are today, and for who they will become.'

Reflection:

Individually think about:

- What is your best memory as a child?
- Think about how this made you feel ...
 - Recognized?
 - Honoured?
 - Powerful?
 - Competent?

Write one word chat window that describes how you felt – use more words if you would like.

Reflection:

What feelings did the memory
bring up for you?

As we begin this workshop

...

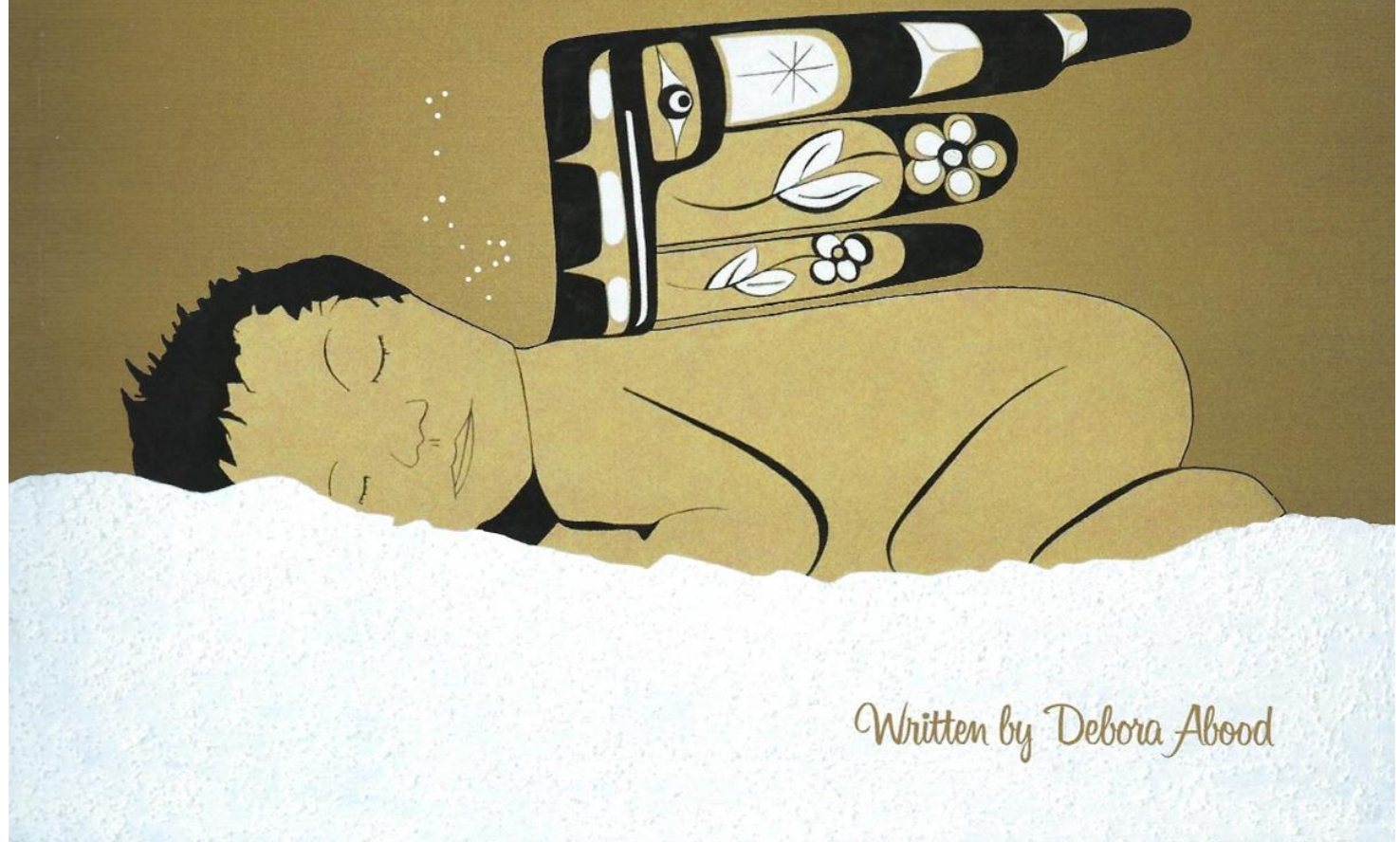
Think about a child ...

- One that delights you, or
- Mystifies you, or ...
- You find challenging



Keep an image of this child in your mind throughout this workshop...

I was born
Precious
and **Sacred**



Written by Debora Abood

I was **born Precious and Sacred...**





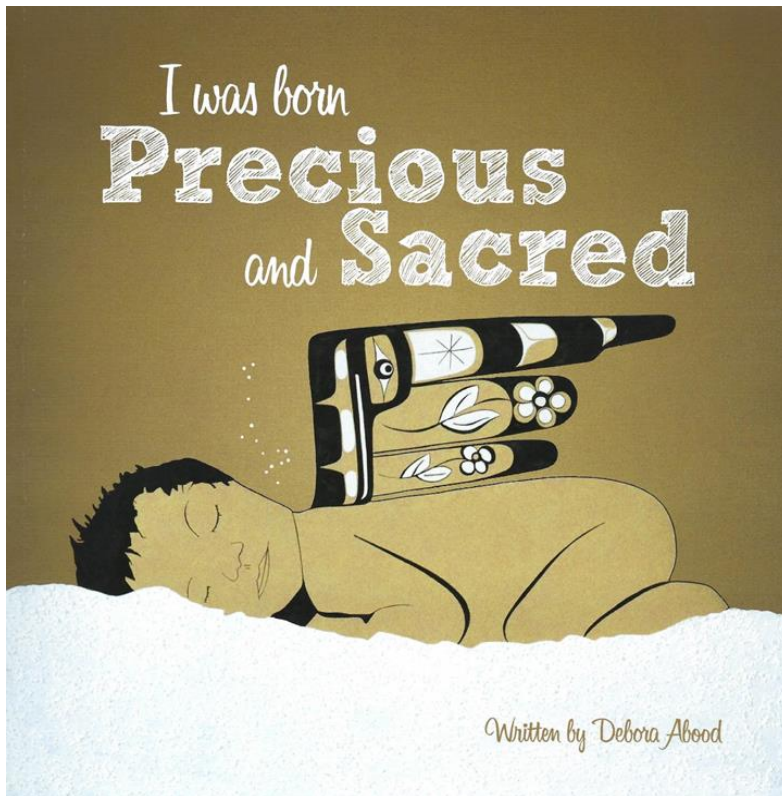
My **Spirit is Precious and Sacred...**

People who **treat me with respect**
know that I am **Precious and Sacred...**





People who understand that
I am a gift in this world
know that I am **Precious** and **Sacred...**



1. What is the message of this book?
2. What does precious and sacred mean to you?
3. Why is the line "...this I need to know..." significant?

What **is** your image of a child?

Why is it important for each of us to know this?



‘There are hundreds of different images of the child. Each one of you has inside yourself an image of the child that directs you as you begin to relate to a child...

Loris Malaguzzi, founder of Reggio Emilia Approach –

Your image of a child: Where teaching begins

<https://www.reggioalliance.org/downloads/malaguzzi:ccie:1994.pdf>

‘This theory within you pushes you to behave in certain ways; it orients you as you talk to the child, listen to the child, observe the child...

Loris Malaguzzi, founder of Reggio Emilia Approach –

Your image of a child: Where teaching begins

<https://www.reggioalliance.org/downloads/malaguzzi:ccie:1994.pdf>

‘It is difficult for you to act contrary to this internal image. For example, if your image is that boys and girls are very different from one another, you will behave differently in your interactions with each of them.’

Loris Malaguzzi, founder of Reggio Emilia Approach –

Your image of a child: Where teaching begins

<https://www.reggioalliance.org/downloads/malaguzzi:ccie:1994.pdf>

‘Our image of the child is
how we are with children.’

Second year Early Learning and Child Care student (Quote from
Alberta Child care Framework, Play, Participation, and
Possibilities)

‘Children’s learning styles, behaviours, and ways of interacting are all influenced by their cultures. There is a substantial body of knowledge that suggests the linkages between cultural backgrounds and learning styles. Culture plays an essential role in how children make sense of the world.’

Cole, M. Hakkarainen, P. Bredikyte, M. (2010) Culture and Early Childhood Learning

What is your Image of Children?

Break out room Discussion #1:

Brainstorm and record

the **characteristics** of children

(i.e. a characteristic or feature that someone or something has : something that can be noticed as a part of a person or thing, something you would like to nurture in that person, possibly leave your care with this trait)

(use your own experiences or your work with children)















What is your Image of Children?

Break out room Discussion #2:

Re-read all the characteristics...

- Add 10 words that came up as you went through the images.
- Each person will choose their 5 favourite characteristics.























Re-read – add any words you wish

Let's look at the list on the 'Attributes' handout

Breakout Room Discussion #3

On your individual attributes list, together:

- Add any words from your group discussion or individual reflection that are not already there
- Cross out any ideas that do not apply to **all** children, diminish children (e.g. cute), or are negative in some way...

On your own:

- Underline your personal favourites
- Do your top FIVE favourites change with the addition of these words?

Values are enduring beliefs – things we regard highly. They influence the decisions we make and practices we have with children and programming for children.

We need to hear each other's values and to come to consensus as to how we will behave with children in our care.

Individually....

Write each of your five choices of beliefs about traits that children have, or you wish them to attain in your care.

Then describe what you mean by each choice.

Breakout Room Discussion #4

Do we have consensus?



- Share your top five with your small group
- Recorder, note any duplicates
- Is there consensus that this/these are the centres top traits?
- Discuss the rest – any similar ones – can one word describe these similar ones?

Individually....

We each now have five choices of beliefs about traits children have, or you wish them to attain in your care.

Think about why these traits are important for you.

Create a statement for each of the traits.

Here are some examples....

Curious

"We believe that children are born naturally curious and we see this as a valuable tool for learning about this world they live in.

It is our responsibility to acknowledge and embrace this amazing instinct."

Critical Thinkers

"We believe that children are independent and critical thinkers. They have original thoughts and it is our duty to encourage and foster those thoughts."

Natural Risk Taker

"We believe children are natural risk takers, they are able to assess risk and we trust their instincts. We allow safe risk taking as a means of learning how to keep themselves safe."

Kind

"We believe that children are kind by nature and we reinforce this by acknowledging kinds acts each and every time they are observed."

Open-Minded

"Lastly we believe that children are open-minded and therefore willing to try new challenges and see the world from different perspectives. We support this mindset by providing new and varied experiences as well as taking time to look at the world through the eyes of the children in our care."

Breakout Room Discussion #5:

- Read everyone's statements

Write a statement that - as much as possible – includes everyone's ideas of what this trait means.

Now –

- Write the statement that reflects your joint image of a child - “We (or name of Centre) believe ...”

Individually:

On another sticky/paper/or Values and Beliefs chart for each trait:

- write how **your role and practice** will/does support these traits, development and learning for children in your program
- How will the Families have a role in this?
- Post your statements on each chart

Breakout Room Discussion #6

- Read everyone's statements
- You are going to write a joint statement that - as much as possible – covers everyone's ideas of what roles and practice does/will look like.
- Get consensus for the statements

A few ideas of how to communicate your...







Inviting Families to show their ideas...









Dear Families,

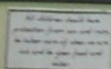
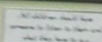
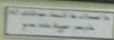
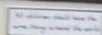
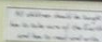
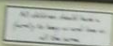
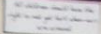
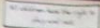
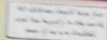
We would like to invite you to write down your "Hopes and Dreams" for your child. This will enable us to work together with you to fulfill them through our programming.

Thank you,
Julie, Marcy,
Rebecca and Shellie

WHAT ARE YOUR
HOPES AND DREAMS
FOR YOUR CHILD?

your "Hopes and Dreams"
together with you to fulfill

06/07/2014

By the Class of
2005/2006

STONEBROOK EARLY CHILDHOOD LEARNING CENTRE VISION STATEMENT

We aspire to create a safe, respectful environment rich in resources, where children are given the time to fully explore their surroundings. We value a place where children are free to be children and where relationships based on love and care create an environment that fosters learning.

We hold a deep respect for the culture of childhood and trust that children are capable of constructing their own ideas. We believe that children deserve knowledgeable and caring adults and so we continuously strive to be the best we can be and invest in our learning to ensure that we are responsive Educators.

We aim to always offer families the opportunity to take an active role in their child's learning. We value each family's uniqueness and perspectives and look to them as partners, creating relationships full of trust and collaboration.

We continue to push towards being a place where support and respect go hand in hand with communication, dedication and joy.

06/07/2014





Our new statement read, “Children are capable, curious, and unique individuals. Their ideas, thoughts, and emotions are received with respect.

Children have the right to grow to their full potential through exploration, play, and risk taking.”



Children are capable, curious, and unique individuals. Their ideas, thoughts and emotions are received with respect. Children have the right to grow to their full potential through exploration, play and risk taking.

UCC Team 2015



‘We like to say that the child is competent but it is not enough just to declare this. If we really want the child to be competent, we have to change time, space, roles and rules to permit this competent child to exist.’

Loris Malaguzzi, President of Reggio Children
and Professor of Pedagogy
at the University of Modena
and Reggio Emilia



Remember the child we thought about...

Think about a child ...

- One that delights you, or...
- Mystifies you, or ...
- You find challenging



How did the experience of keeping an image of this child in your mind throughout this workshop influence or change your perceptions?