"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.
"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

WONDER
DISCOVERY
EXPERIENCE

Bev Bos
Early Childhood Educator, Consultant and Teacher

EXPERIENCE IS NOT THE
BEST TEACHER—IT IS
THE ONLY TEACHER.

Bev Bos
All genuine learning comes through experience.

BELIEFS… INTO PRACTICE

“What’s love got to do with it?...”
“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

PURE JOY!

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....

LEARNING THROUGH EXPERIENCES

EXPERIENCE

ACTIVITY
"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!"

THE OCEAN?
HOW DO WE LEARN?
HOW DO CHILDREN LEARN?

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.

- John Holt

Kisha Reid, Play Empowers
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”
CAN’T BUBBLES BE SQUARE?

TRIPS IN THE FIELD

HOW DID IT START?
TRIPS IN THE FIELD

EXPERIENCES WITH OTHERS!
OBSERVING AND PROVOKING INTEREST

TOOLS, MATERIALS, ENVIRONMENT FOR EXPLORATION

THEIR IDEAS

TAKEN SERIOUSLY
WHAT NEXT?

REFLECTING AND DOCUMENTING

SHARING WITH OTHERS
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

DITCH ACTIVITIES. DESIGN EXPERIENCES.

Roseville Childcare
"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.”

-- Alisson Gopnik from Children’s Lively Minds: Making Schema Theory Made Visible by Deb Curtis and Nadia Jaboneta
“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
It starts.....

EVIDENCE OF LEARNING should be on a child, not on a worksheet.
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

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

Kisha Reid, Play Empowers
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
"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!
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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

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