New Perspectives on Infant/Toddler Learning, Development, and Care

Session Two:
The Emotional Foundations of Learning;
The Curriculum Planning Process

Facilitator Materials

List of Materials in This Packet:

- Agenda
- Text for Video Clips
- Activity One: Being Held in Another's Mind
- Curriculum Planning Handouts
  - Foundations for the Curriculum Planning Process—
    Six Essential Policies
  - The Teacher as Researcher: The Curriculum Planning Process
- Documentation of Infants and Toddlers
- Additional Resources and Articles for Facilitator Preparation
  - "Being Held in Another's Mind," by Jeree Pawl
  - "Creativity, Shared Meaning, and Relationships," by Carla Rinaldi
  - "The Emotional Basis of Intelligence," by Stanley I. Greenspan
  - "Respectful Teaching with Infants and Toddlers,"
    by Mary Jane Maguire Fong
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New Perspectives on Infant/Toddler Learning, Development, and Care

Session Two:
The Emotional Foundations of Learning; The Curriculum Planning Process

I. Introduction to Session Two

Host Belva Davis introduces the topic and the evening's guests: Ronald Lally, Janis Keyser, and Alice Nakahata.

II. The Emotional Foundations of Learning

Video Clip: The Emotional Foundations of Learning
Part 1—Emotions Drive Early Learning
Part 2—A Child's Most Compelling Interest

Questions and answers with guests.

Video Clip: The Emotional Foundations of Learning
Part 3—Being Held in Another's Mind

Facilitator Task

Activity One: Being Held in Another's Mind

Video Clip: The Emotional Foundations of Learning
Part 4—The Creation of Shared Meaning

Questions and answers with guests.

III. The Curriculum Planning Process

Guests and host discuss curriculum planning.

Video Clip: The Process of Curriculum Planning for Infants and Toddlers
Part 1—Six Essential Policies
Part 2—The Curriculum Planning Process

Questions and answers with guests.

IV. Documentation

Video Clip: Documentation

Questions and answers with guests.

IV. Conclusion

Video Clip: The Emotional Foundations of Learning
How do infants and toddlers develop and learn? How do they communicate? How do they get their needs met? How do they engage the world?"

What science has uncovered in answering these questions is that a baby's emotions are the starting point for all these skills. How children feel moves them to take action in the world, so it's important for infant care teachers to understand the emotional foundations of early growth and development. This understanding starts with a simple statement.

Emotions Drive Early Learning
From the first days of life emotions motivate early learning. Children develop relationships, cognitive skills and social strategies to get their emotional needs met. Most of all babies want to feel secure. When they are successful at making connections with the people who care for them, they develop feelings of safety, peace and contentment. Without meaningful connections children can be overwhelmed by emotions of anxiety and sadness. By responding to the child's messages in ways that meet his emotional needs, the teacher helps the child learn that his newly developed social strategies work.

This success reinforces children's efforts to develop even more sophisticated strategies so that emotional security can be prolonged. Both parents and teachers need to understand that all learning starts with the early interactions they have with babies. The value of responding to babies' emotions with comfort and support cannot be overemphasized.

People Are a Child's Most Compelling Interest
Right from the start babies are captivated by people. They seek out their parents and primary caregivers and all through infancy are consumed by interpersonal relationships, the ebb and flow of feelings, the puzzling meaning of behavior and the challenges of conflict and cooperation. Infants constantly look to the adults who care for them. They seek out contact, search messages for meaning, observe and imitate behavior. Babies watch us while interacting, playing and participating in routines. They pay close attention to the expressions, gestures and sounds of their caregivers. We need to remember that it is not just what teachers do but how they do it that babies are studying. Everything teachers do is open to observation, interpretation and incorporation and becomes part of the material from which children develop their first sense of self.

The Security of Being Held in Another's Mind
Part of feeling secure is coming to the realization that people are thinking about you and concerned about you even when you are not in their presence. This awareness is very reassuring to the infant. Being remembered gives children a warm feeling and a confidence that they are not on their own. The feeling of being held in another's mind allows children to carry a sense of connection and safety with them as they move out from the people they depend on. It helps them explore on their own knowing that this "mind connection" exists. Teachers can help instill this wonderful feeling by talking about the parents and other loved ones with the child, and by reminding them that their parents think about them even when they are not present. Teachers can also show that their own connection with the child is so strong that they hold the child in their mind.

Arlae Gomez (Center Infant Care Teacher):
"I like it when people say, "I was thinking about you." It makes me feel special. I want them to feel special because they are special to me. I want them to know that I love them, that I truly love them, and I want to transmit that to them. I want them to know that I'm a safe person for them, that they can trust me. I want them to know that I'm not only their teacher, but their friend too. That friends care for each other and think about each other."

This little girl is new to care. It's difficult for her when her mother leaves. She has not yet developed the understanding that she is held in her parent's mind. Her infant care teacher knows that she is uncomfortable with this separation and takes special time to make her feel welcome and at ease. The child clearly thinks about her mother and looks to the door for her now and then. As the teacher helps the child understand that she is held in her mother's mind she will begin to relax. She will be able to let go of her feelings of insecurity and express more of her explorative, curious self. Holding a child in mind has many benefits. It helps the child feel secure and opens up ways to enhance the child's learning.

Arlae Gomez (Center Infant Care Teacher):
"I do think about the children all the time, even during the weekends. Sometimes I go to garage sales and I think about "Oh! – Lane is doing this, this would be great for him." The little things will trigger like – songs. I will be singing the songs that I sing here to them or sometimes I write down what I remember that Lane talked about and, or what Caden is in to, or what Lelani is. I write it down too so I can do curriculum for the week, have ideas, kind of brainstorm, of what could I do."

For everyone the idea of being held in another's mind creates a feeling of comfort, warmth and security. For young children it's one of the most important gifts we can give.

The Creation of Shared Meaning
As the child's connections deepen with the family, the teacher and other children in the group the child comes to rely on these relationships to create and share meaning. The sense of: "We are in this together." spurs a child on. Through participation in early interactions with others infants become aware that knowledge is not just a personal experience but also a shared one. This awareness helps children come to see and then treasure that their meaning and another's meaning can evolve into a common meaning. The child begins to feel, "I have traveling companions in my search for meaning." In emotionally positive relationships, children more readily test hypotheses, share their understanding of social rules and build language skills.

Carlina Rinaldi (Executive Consultant, Reggio Children, Reggio Emilia, Italy)
"That is so important for the teacher to be passionate in the learning process of the child. And to feel and to share with the child the enthusiasm for what he is learning, what they are learning. Because I believe strongly that learning and loving are not so separate as we used to talk about. A real process of learning is also a real process of loving."

For the infant care teacher then, a perfect way to foster shared meaning is by engaging in loving exchanges with infants and toddlers about their ideas, slowing down and clearly letting the children know that their agenda is worthwhile. Respecting and taking seriously children's thoughts and ideas is the key to opening up the world of shared meaning for both teachers and children.

Video Clip: The Curriculum Planning Process
High quality infant/toddler care calls for a process that supports teachers who are curious and spend a great deal of time observing children, and then develop and implement their plans of action.

Six Essential Program Policies
To set the stage for this process, six program policies need to be in place.

Inclusion of Children with Special Needs
Inclusion of children with disabilities or other special needs allows for all children to experience rich, appropriate and responsive care and to participate as valued members of the group.

Claudia Vestal (Family Child Care Teacher)
"Having a child with special needs in the program just enriches the program. I asked his parents what they wanted for him. What their goals were? And they wanted him to have a social environment and to learn to make friends."

Maisah Mason (Family Child Care Teacher)
"His needs aren't very hard to meet at all. The physical therapy—the exercises that we do—actually adds to the activities that we can do together."

Responsive Care
Responsive care means the teachers adapt to each child. The child gets the message that he or she is important, that her needs will be met, and that his choices, impulses and abilities are understood and respected.

Primary Care
Primary care means that each child has a teacher who is responsible for his or her daily care. A secondary or back-up teacher is designated to be available when the primary care teacher is absent.

Small Groups
Small group size means teacher to child ratios of 1:3 or 1:4 in groups of 6 to 12 children, depending on the children's age. The guiding principle is the younger the child, the smaller the group.

Cultural responsiveness
Cultural responsiveness not only means sensitivity to each child, but to the child's family and the family's beliefs, values and practices. Cultural responsiveness is crucial to children's formation of a healthy sense of self.

Continuity of Care
The last policy, continuity of care, means keeping a child with the same infant care teacher and group for the entire time the child is in care. This supports the development of relationships that serve as a base for learning.

Arlae Gomez (Center Infant Care Teacher):
"And we were expecting children to be falling apart the first two weeks, crying at the door for their parents and it makes such a big difference to have a teacher that they had in the infant room to move up to that classroom. They just felt comfortable, secure."

These program policies allow teachers to give full attention to children's learning and development:

- Inclusion
- Responsive Care
- Primary Care
- Small Groups
- Cultural Responsiveness
- Continuity

Curriculum Planning Process
Let's turn to the curriculum planning process in which teachers take on the role of a researcher conducting ongoing observation, documentation and discussion to help create new experiences for the children each day.

Observe
Start the process by observing -- What is the child doing? How does the child react to materials and other children? What are the child's interests and needs?

Maisah Mason (Family Child Care Teacher)
"He's cutting two teeth on the front so he's into chewing on anything. He's learning to grab objects in front of him. He pivots to get objects. He rolls to get there."

Document
Document your observations using a variety of tools to record what is happening.

Reflect and Plan
Then reflect on what you've documented. After you've gained insights into the impact of the environment and materials on the children, and how you've interacted with them then you can begin to plan changes and create new experiences.

Carlina Rinaldi (Executive Consultant, Reggio Children, Reggio Emilia, Italy)
"So it's a sort-of metaphorical round table and around this table you can think about what kind of context, what kind of other possibility you can offer to the children for the next step and the next step. Not because you know the next step, but because you want to offer a possibility for going deeper and deeper in their research of meaning."

Implement
Finally, you will implement the plan based on your analysis.

Arlae Gomez (Center Infant Care Teacher):
"What we decided to do is bring some strollers that they could push, bring some pillows that we hang up and they could just push those things. So, we have that in the environment. And I had little animals where I would say, Lion is having a problem, he's really wanting to play with little yellow dog."

As you can see, this process is continuous. Each day we build on the last day's experiences, observe again and continue the cycle. This dynamic, responsive approach to curriculum places the child's interest at center stage and maximizes opportunities for learning.

Video Clip: Documentation

Documentation is probably the least understood part of the curriculum planning process. So let's start with a definition. Documentation is the intentional recording of daily experiences in the infant/toddler environment in order to capture and communicate children's learning and development. It's based on attentive listening and keen observations, gathered with a variety of tools. We recommend an approach to documentation that allows for simultaneous collection of information about important areas of the teacher's work including required record keeping, curriculum planning and assessing developmental progress.

Some of the more creative uses of documentation are:

- To make visible the ways infants learn.
- To capture children's discoveries so they can return to them for continued inquiry.
- To share and reflect on an experience with others.
- To plan how to better facilitate learning.

How you observe and the technology that you use influence the kind of information that you are able to collect. Notebooks and Post-It notes let you quickly jot down something on the fly. If you have them, scanners and copy machines can be used to duplicate children's work or scan in photographs so that you can study or add to them later. A palm pilot is a handy, unobtrusive tool for taking quick notes that can be easily accessed or downloaded to a computer. Audio recorders are a perfect way to capture songs and conversations that might stop when a camera is focused on a group. They can also be used to quickly record your own thoughts and observations. Still cameras offer the ability to freeze action in time for later scrutiny and for labeling and easy display, while video is great for documenting interactions, language exchanges and emotional tone. Finally, computers can be used to store records and build portfolios on individual children.

Information teachers collect can be used for other purposes such as:

- Training and supervision of infant care teachers
- Program advocacy
- And above all, deepening relationships with families.

Through documentation, infant care teachers get to know the children better than they ever imagined and discover new ways to share the joy of learning.

Activity One: Being Held In Another's Mind

Purpose:
This activity will help participants understand the concept of being held in another's mind and how it can help children in child care feel connected to their families throughout the day.

Participant Handouts:

- "Being Held in Another's Mind," by Jeree Pawl
  (This handout is located in the Participants' Additional Resources and Articles section of their handouts. This handout is not necessary for activity below, but participants can read it later to help them deepen their understanding of the concepts.)

Activity:

1. Introduce the activity: "We are going to do an activity to demonstrate how much it helps to find out that someone is thinking about you or that you have been held in another's mind."
2. Ask participants to get into pairs and take a couple of minutes to describe to each other a situation where they found themselves feeling very alone. Before they begin, offer some examples to help them get started:
   - You're in a strange place by yourself and as far as you know, no one who cares about you knows where you are.
   - You may be lost on a walk in the woods, or in a place where people are speaking a language you do not understand.
   - You are waiting to be picked up after school by someone who doesn't show up.
   - You feel like no one who loves you knows how to find you or even knows where to look for you.
   - Do you remember something like this happening to you? Maybe you were a child at the time, or maybe you were an adult.
3. Let the participants talk in pairs for a few minutes, then ask them how they felt. If you have writing materials available, make a list on chart paper or a chalkboard.
   Below: Some examples of what you might hear
   - Afraid
   - Lost
   - She/He doesn't even know that am lost
   - Alone
   - Betrayed

4. Ask Participants: “Now, think of a time when you were lost, alone, or scared and someone helped or comforted you. What made you feel better? Did you feel comforted when by learning that someone you loved and trusted was thinking of you, worried about you, that you were being held in their mind?”
   Below: Some examples of what you might hear
   - Yes, I found out that my mom was really worried about me and looking for me.
   - Yes, the lady who stopped to help me told me that my daddy would be looking for me and he would find me soon.
   - My grandma cried when she found me because she had been so worried about me.

Wrap-Up:

5. Summarize the discussion. Add in any concepts that might have been missed, such as the following:
   - A child who has been left by her family in a child care setting may feel completely abandoned by those she knows and trusts.
   - She may or may not understand that they will come back for her, that someone else will feed her and hold her, that she is still loved and remembered.
   - Teachers can provide very important and powerful help to this child by reminding her that her family members are thinking of her, that they love her, and that they will return.
   - It can also be powerful for the child to realize that the teacher is holding the child in *her* mind, too.

Curriculum Planning Handouts

These six policies provide an important foundation for high-quality infant/toddler care, and ensure a strong foundation for the curriculum planning process.

1. Inclusion of children with disabilities or other special needs allows for all children to experience rich, appropriate, and responsive care and to participate as valued members of the group.

2. Responsive care means the teacher adapts to each child. The child gets the message that he or she is important, that her needs will be met, and that his choices, impulses, and abilities are understood and respected.

3. Primary care means that each child has a teacher who is responsible for his or her daily care. A secondary or back-up teacher is designated to be available when the primary care teacher is absent.

4. Small Group size means, teacher to child ratios of 1:3 or 1:4. in groups of 6-12 children, depending on the age are recommended. The guiding principle is: The younger the child, the smaller the group.

5.Cultural responsiveness not only means sensitivity to each child, but to the child's family and the family's beliefs, values and practices. Cultural responsiveness is crucial to children's formation of a healthy sense of self.

6. ***Continuity of care*** means keeping a child with the same infant care teacher and group for the entire time the child is in care. This supports the development of relationships that serve as a base for learning.

Slide 1

Teacher as Researcher:
Curriculum Planning Process

Adapted from a presentation by
Mary Jane Maguire-Fong

WestEd 1

Slide 2

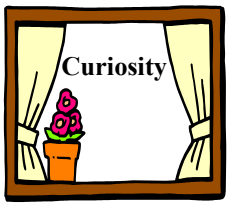
Image of the Child

The science of child development tells us that all children are born:

1. Ready to learn
2. Curious
3. Competent problem solvers

WestEd 2

Slide 3



- Fuels play
- Provides a window into the minds of children

WestEd 3

Slide 4

Through play

- Infants construct knowledge:
  - About themselves
  - About others
  - About objects

WestEd 4

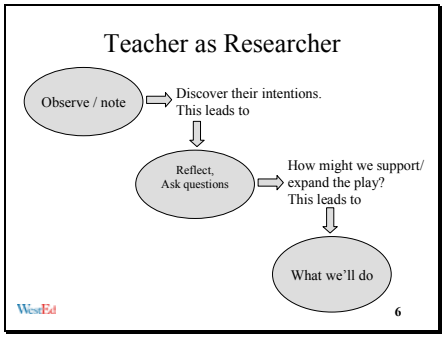
Slide 5

The Curious Teacher

- Observes….
  - To discover how infants are making sense of the world around them
  - To catch infants in the act of figuring out…of experimenting….of constructing knowledge

WestEd 5

Slide 6



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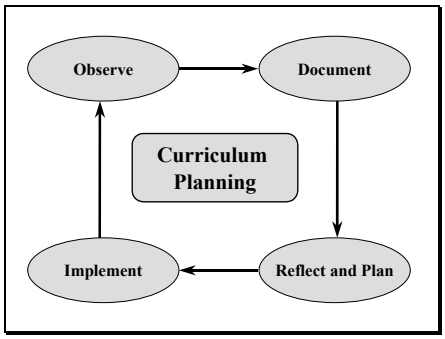

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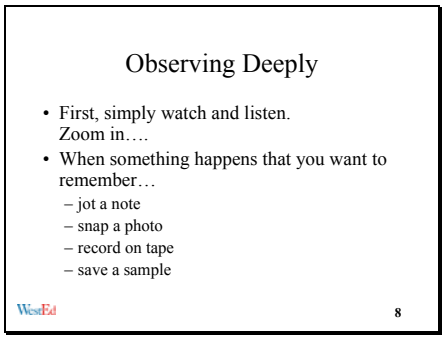


Slide 9

Reading Infants

- What are they telling us through their play?
  - What strategies do they use?
  - What seems to be their interest / intent?

WestEd 9

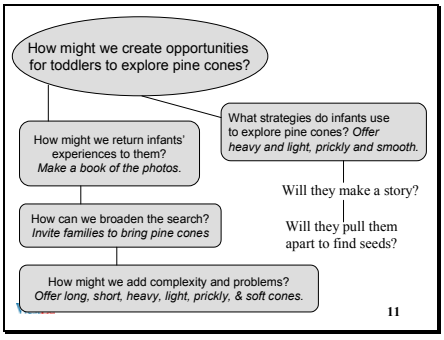
Slide 10

Curriculum Example

- **Observation:** On their walks, toddlers look forward to passing by the pine trees where they find pine cones below. The pine cones are a big discovery, unusual in shape and texture and at times a challenge to pick up.

WestEd 10

Slide 11



Slide 12

Date: May 9-13	Plan of Possibilities
Research question	*What strategies will toddlers use to explore the pine cones we brought back to school?*
Observations	F. Begins to pull away the edges of the pine cone to find seeds inside. D. squeals in delight as he uses his finger to follow the path of a tiny bug that scurries from the pine cone he holds. F. and S. move in closely to follow the bug. F. brought the stuffed squirrel to the table.
Reflections	*Will they begin to make story around the squirrels and nuts?*

Slide 13

Date: May 16	Plan of Possibilities
Research question	*Will the toddlers create a story when more stuffed squirrels are added to the pine cone table? If so, what will it be?*
Observations	
Reflections	

Slide 14

To teach is to….

- Create play spaces where infants can
  - Apply their natural strategies for learning about the world
  - *Spaces that are evocative, generous, & easy to read*
    - *(Reggio Emila Infant Teachers, April 2003)*

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Slide 15

To teach is to see….

- Each moment of the day – meals, diapering, conflicts, welcoming, departures – as becoming a part of each infant.
- Relationships and daily rituals as essential parts of the curriculum.

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Slide 16

To teach reflectively is to allow…..

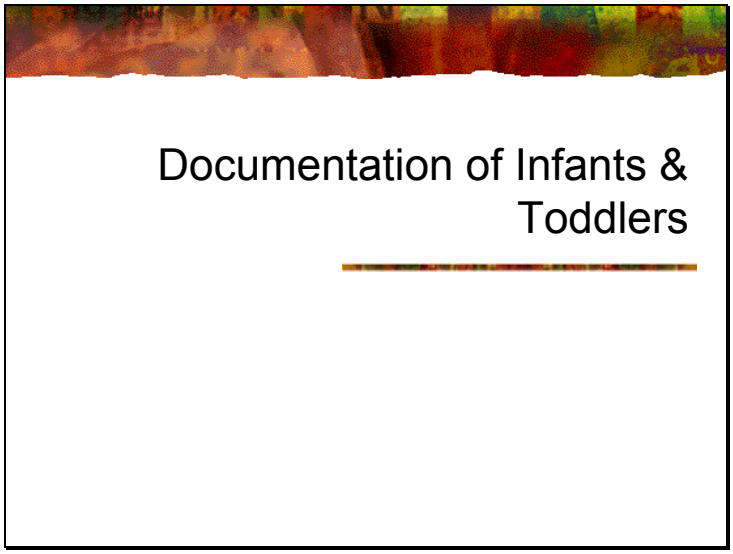
Relationships & Play

to be at center stage for infants and toddlers.

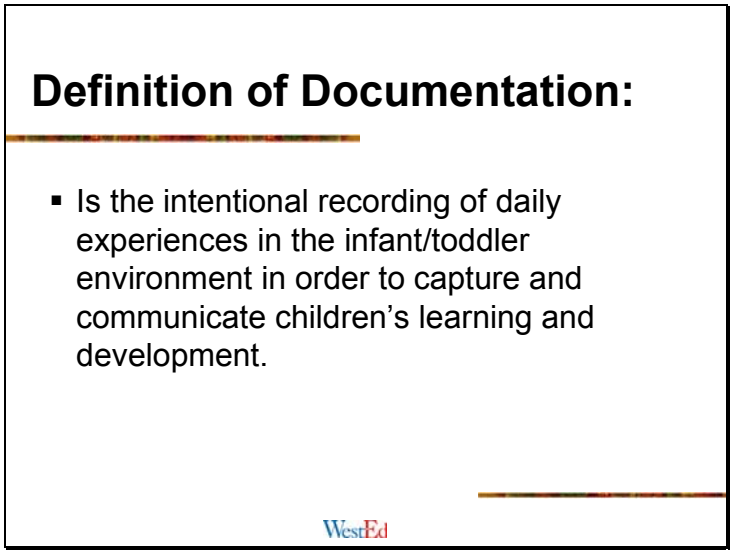
WestEd 16

DOCUMENTATION HANDOUTS

Slide 1



Slide 2



Notes for Slide 2:
Documentation is probably the least understood part of the curriculum planning process. So let's start with a definition.

It's based on attentive listening and keen observations, gathered with a variety of tools.

We recommend an approach to documentation that supports important areas of the teacher's work, including required record keeping, curriculum planning and assessing developmental progress.

Slide 3

Creative Uses of Documentation

- To remember
- To make visible the ways infants learn
- To capture children's discoveries so they can return to them for continued inquiry
- To share and reflect on experience with others
- To plan how to better facilitate learning

WestEd

Slide 4

Tools for Recording Observations:

- **Video cameras**
- **Still cameras**
- **Audio recorders**
- **Palm Pilots & Computers**
- **Notebooks**
- **Post It notes**
- **Scanners**
- **Copy Machines**

WestEd

Notes for Slide 4:
How you observe and the technology that you use influence the kind of information that you are able to collect. Using a variety of documentation techniques allows you to gather different kinds of information for analysis and discussion. Each tool has a unique use.

Notebooks and Post-It notes let you quickly jot down something on the fly. If you have them, scanners and copy machines can be used to duplicate children's work or scan in photographs so that you can study or add to them later.

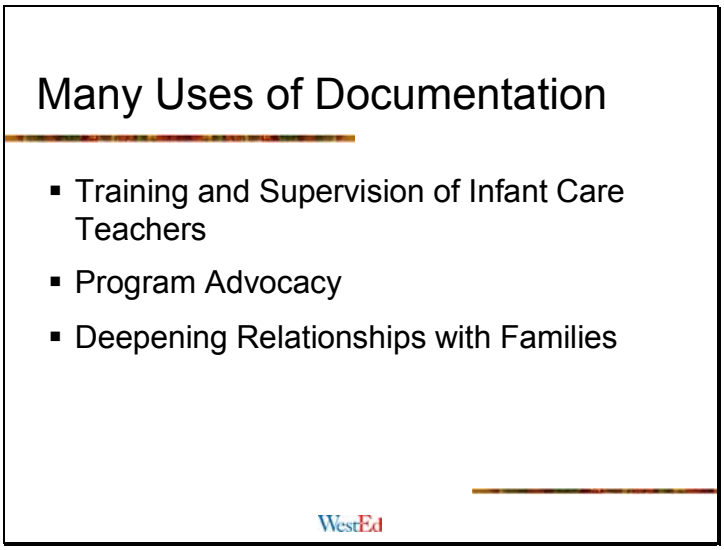
A Palm Pilot is a handy unobtrusive tool for taking quick notes that can be easily accessed or downloaded to a computer. Audio recorders are a perfect way to capture songs and conversations that might stop when a camera is focused on a group. They can also be used to quickly record your own thoughts and observations.

Still cameras offer the ability to freeze action in time for later scrutiny and for labeling and easy display. Video is great, for documenting interactions, language exchanges and emotional tone.

Finally computers can be used to store records and build portfolios on individual children.

As teachers become increasingly creative with the documentation process, they come to see that it is valuable for many things besides record keeping, curriculum planning and developmental assessment.

Slide 5



Notes for Slide 5:
Through documentation, infant care teachers get to know the children better than they ever imagined and discover new ways to share the joy of learning.
When teachers work alone or together to select, organize, arrange and analyze documentation, they give new and clearer meaning to the experience documented.

Additional Resources and Articles for Facilitator Preparation

Concept Paper
Being Held in Another's Mind

By Jeree Pawl, Ph.D.

What does it mean to be held in another's mind? Why does it matter, and how does such a feeling develop? Everything that we know about babies leads to the conclusion that they seek human connection, not only to survive but for its own sake. They are born looking for us. Given a choice of what to look at in their first hours, it is always the human face they choose. Babies begin to put their worlds together immediately. All of the rich sensations they have are recorded in their bodies, their feelings, and their brains.

Just from the natural feedback from her body, a baby becomes aware of being a "doer" (a waving arm) and of being "done to" (lifted, touched). All of the images, sounds, sensations, and smells of each caregiving experience commingle—and they remain with the baby even when she is alone and resting. Repeated experiences evoke memories, and they blend with immediate sensations; gradually, as these experiences accumulate, a sorting occurs and begins to create order. The baby begins to anticipate: a snapping sound, a light, a voice, then food. The hungry baby now stops crying when he hears only the sound. He grows increasingly able to anticipate, react, join in mutual feelings and turn-taking, and attend with someone to things in the world, like books, toys, or a panting puppy.

But sometime around seven to nine months something new is happening. The baby's mother points at something and, instead of staring fixedly at her mother's hand, the baby looks where her mother is pointing. Soon the baby—who frequently has stretched out her hand towards something that is out of reach, grunting as she strains—points instead. She turns to look to see if her mother gets the idea. She does. The baby has made the discovery that her mother has a mind! The child can now have the intention to affect someone's mind and to be a reader of minds. The baby now knows her wishes and intentions can be in someone else's mind. The powerful wish to know and be known becomes more possible. This is a complex achievement that emerged from the child's experiences. All along this child has felt noticed, responded to, and has been aware of her impact in the moment and over time.

In most circumstances there is an ongoing development of the sense of being held by another—a sense of continuousness. Responsiveness in caring creates this sense over time. A baby sits contentedly with her back toward her parent for a long time, absorbed in play with small cups. For the baby, there are sensations, cues, and memories of all kinds that are part of this one occasion. A child feels safe and contained when those cues and memories evoke a sense of being with someone that is positive. This feeling will persist even when she is alone in her crib. She carries it with her—this sense of nurturance, of the parents' presence

even in absence—and of her existence for them. She is held in the parents' mind. This feeling continuously deepens.

However, there are some parents to whom a child exists so peripherally that the child has needed to do most of the adapting. He has been attended to only around the edges of the adults' schedule and concerns. He is often missing from their awareness—rarely held in mind. A baby with so little voice in what his experiences are has little sense of impact and little sense of even knowing what he needs or wants. His sense of being with another is impoverished.

When a parent is too-much missed, too-long absent, it strains the child's capacity—the comforting feelings of containment, of being held. The child is overcome by yearning and sadness. Images, feelings, and memories usually so assuring provoke, increasingly, unhappiness and despair. It is not that the image of the mother is not maintained but that the comforting image of mother is overwhelmed and replaced with feelings of anxiety and loss. The child no longer feels held, but abandoned. The sense of safety, containment, and continuity is lost.

This is extremely relevant to child care centers and family child care homes. Some children arrive as small infants. In these circumstances the teachers who care for the baby play very similar and complementary roles to the parent. The relationship is not the same because the feelings a parent has for a child are different from the feelings a teacher or caregiver has toward the child. The meaning of the child is different to each. The teacher would not feel the same connection and passion for the child that the parent does. The child is fully equipped to feel and respond to this very important difference. The sun beams down on her when her adoring parent smiles. Other smiles, like the smiles of her teacher, will be just a very, very nice day.

But the issue is the same in regard to the child's need to be noticed, appreciated, attended to, and to feel effective. With this necessary responsive care, the teachers, too, will become an assuring, containing, and continuous presence. The child receives from the teacher what she needs to maintain her sense of connection to the parent in the parent's absence.

Toddlers and preschoolers, whether they have had long experience in care or have just begun, have the same need. They need help not only with being reassured of their parents' whereabouts and existence but also with reassurance that they exist for their parents. Often, we quite properly remind children that their parents are somewhere and that they will surely come—that their parents are not lost to them. As important, however, is helping children with the fear that their parents have lost them.

A child's sense of being held in the mind of a parent is supported and confirmed if there has developed a parallel sense that he exists in that way for the teacher.

The teacher notices, sees, and responds. He exists for the teacher when he is not immediately with her. He feels that strongly, through his sense of being seen and known. The teacher conveys this sense to him by understanding and knowing him, by reading his mind and behavior, by perceiving a need and offering something to him before he had yet directly indicated that he wanted it, by remembering what the child likes and dislikes and what they have done together. These things create, in a child, this important sense of his being in the mind of the teacher.

Helping the parents exist for the child in their absence, and helping the child know she also exists for the parents in their absence, are important aspects of good care. We do this in many concrete and imaginative ways. A teacher says, “Mommy is getting all her papers and going to the bus—she’ll be here soon,” or, “Daddy is wondering right this minute what you are doing,” and this is elaborated. Still, it is the quality of the teacher’s relationship with the child that is the guarantee that these important feelings can be sustained. To be a part of a process so vital to a child is a wonderful privilege. To be held in another’s mind is a precious thing. Equally precious is to hold another in one’s own.

CONCEPT PAPER
CREATIVITY, SHARED MEANING, AND RELATIONSHIPS

By Carla Rinaldi - Pedagogista, Executive Consultant for Reggio Children

The search for meaning begins from the moment of birth, from the child's first silent "why," and continues all through life. It is a difficult search. Young children make enormous efforts to put together often-disconnected fragments of experience to make sense of things. They persevere with their search stubbornly, tirelessly, making mistakes, and often on their own. But while engaged in this search, children ask us to share the search with them. We as teachers are asked by children to see them as scientists or philosophers searching to understand something, to draw out a meaning, to grasp a "piece of life," and to respect this search as a quality central to all human beings. We are asked to be the child's traveling companion in this search for meaning. We are also asked to respect the meanings that children produce, the explanatory theories they develop, and their attempts to find and give answers. When we honor children this way, the children reveal themselves to us: we come to know how they perceive, question, and interpret reality, and to understand their relationships with it.

I believe that teachers must communicate a willingness to assist children in their search for meaning in life. Two of the most important questions we have to ask ourselves as teachers are:

- "How can we aid young children in their search for the meaning of things, and the meaning of life itself?"
- "How can we respond to their constant questions, their 'whys' and 'hows,' with eyes that don't see them as helpless or unknowing, but rather with eyes that acknowledge the quest to learn and to know?"

The important thing for teachers to do to support the child's quest is first, to view the child as competent for the task, and second, to subjectively engage with the child in his or her pursuits. Look at children as avid seekers of meaning and significance and as producers of interpretive theories. Looking and listening with love, complicity, and openness allows teachers to understand what lies behind the child's questions and theories.

The intention on the part of children to produce questions and search for answers is the genesis of creativity. The behaviors that teachers exhibit toward the child's intention to search, the process of searching, and the conclusions a child reaches either support or dampen creativity. The teacher's job is to engage in a "relational creativity" with the child that both revels in the child's creativity and stimulates the teacher's own creativity to find ways to help the child observe, analyze, interpret, and build theories.

Sometimes these theories, these explanations that children produce, are wonderfully sweet: "It's raining because the man on TV said it was going to rain," or, "It's raining because God is crying." By honoring rather than correcting these

answers, and by inventing ways to help the child pursue his questions further, a teacher does her part in the creative process. This often means slowing down and giving greater significance to the child's stopping to study a flower for ten minutes, her enchantment with rain on a window, and her various wonderings than most adults might normally do. It takes time to produce interpretive theories and come up with answers. It takes time to study. This need for time must be respected.

Theory building also builds relationships because it is predicated on a search for common meaning. Communication of theories between child and teacher or child and child transforms the young child's world from one that is intrinsically personal into one that is shared. The child sees his or her knowledge shared by another, and this sharing of theories is a key component of easing a child's feelings of uncertainty and solitude.

When teachers "open up" to children and really listen to the child's creations, not only in the physical sense but also in the metaphorical sense, the teacher endorses creativity. They listen and give value to differences and make room for the points of view of others. Listening is the foundation of every learning relationship. Unfortunately, there are schools that do not listen in this way because they have a curriculum to follow and they try to correct "mistakes" immediately, to provide quick solutions to a problem and not give children the time to find their own solutions. What gets lost is creativity.

Children are biologically predisposed to communicate and establish relationships: this is why we must always give them plentiful opportunities to represent their mental images and to be able to represent them to others. Teachers must realize not only that the other is indispensable to the child's developing sense of identity but also that learning with others generates pleasure in the group and makes the group become the place of learning. This, then, is the revolution that we have to put into place in child care. Through "relational creativity" children develop a natural sensitivity toward creating ideas, appreciate and codevelop ideas with others, and share common meaning. This is why I consider the learning process to be a creative process.

CONCEPT PAPER
THE EMOTIONAL BASIS OF INTELLIGENCE

By Stanley I. Greenspan, M.D.

Intellectual growth as well as emotional growth depends on emotional interactions. Each interaction between a child and another person gives rise to feelings such as pleasure, annoyance, surprise, sadness, anger, curiosity, and so forth. Variations in the quality and intensity of these and other feelings make for an almost infinite variety of emotional patterns. As discussed in some detail in our books *Building Healthy Minds* and *The Secure Child* (Greenspan 1999, 2002), these patterns go through six basic stages and three advanced ones. For example, at the first level, Self Regulation and Interest in the World, emotional interactions enable the infant to become interested in the pleasure of sights and sounds, or else there would be no reason to look and listen. At the second level, Falling in Love, they become the basis for forming a relationship with caregivers (that is, the pleasure and delight in relating). At the third level, Purposeful Communication, they lead to two-way communication and the first sense of causality. The earliest sense of causality emerges not from sensorimotor explorations, as Piaget thought (Piaget 1962), but from earlier emotional interactions, a smile causing a smile back (Greenspan 1981, 1997a). At the fourth level, Beginning of a Complex Sense of Self, emotions lead to pattern recognition and shared problem solving (the beginning of scientific thinking). A toddler, for example, takes father by the hand and exchanges many emotional gestures through looking, vocalizing, and pointing, in pursuit of the emotional goal of finding mother. Interacting in a continuous flow of emotional problem-solving interactions also leads to a preverbal sense of self. The toddler connects his different problem-solving interaction patterns to form a sense of “me.”

Pleasurable problem-solving interactions lead to communication’s becoming a goal in its own right—the goal of being close to another person through sharing gestures and then ideas. At the fifth and sixth levels, Emotional Ideas and Emotional Thinking respectively, emerging words such as “mother” or “apple” become invested with the emotional patterns that characterize the interactions of which they are a part. “Mother” is not simply a person with long hair. “Mother” equals warmth, protection, excitement, and bossiness. Similarly, an “apple” tastes good as well as being round and red. Over time, such complex emotional interactions enable the child to form symbols, give them meaning, and eventually build bridges between symbols. In this way, emotional interactions become the foundation for both emotional and intellectual growth and, more broadly, for intelligence (Greenspan 1997b).

While emotional and social growth are not surprising outcomes of emotional interchanges, most people do not think of cognitive or intellectual abilities as stemming from these same interactive patterns— yet, they do. For example, how does a child learn to say “Hello”? Do the child’s parents teach her this seemingly simple cognitive lesson by telling her to say “Hello” only to close friends,

relatives, and those who live within a quarter mile of her house? Or, is the decision to say “Hello” mediated by an emotional cue, such as a warm feeling in her body as she sees a familiar, friendly face. If cognitive learning involves emotional cues, and we think it does, how would we promote it? We would promote it by creating opportunities for interactions where the child could link her emotions, thoughts, and behaviors together.

Similarly, advanced intellectual activity requires emotional interactions. It involves two components: an emotionally mediated creation of personal experience and a logical analysis of that experience. This process begins early in development where children’s earliest experiences are “double-coded” according to both their physical and emotional properties. For example, the ball is round and red—at the same time, it feels “good” and looks “exciting.” The food is yellow and firm and simultaneously tastes “delightful” or “nasty.” As a child learns about size, shape, and quantity, these experiences are also both emotional and cognitive in nature. For example, “a lot” is more than a child expects or a “little” is less than he wants. It follows, then, that the ability to count or formalize these quantities is simply a logical classification of what the child already “knows” emotionally. Similarly, when trying to understand a concept like “justice,” an older child “knows” it through personal experiences of being treated fairly or unfairly on a personal level and then reflects on or analyzes this personal experience. Emotional interactions create the “experiences” that generate the ideas on which the child can then reflect. Without such emotional interactions, thinking remains at a level of rote memory production rather than a creative and reflective process.

Supporting these early emotional interactions is, therefore, critical for intellectual and social growth. In fact, school literacy depends on a child’s mastering of these essential thinking capacities that stem from early emotional interactions. They lead to the ability to attend, listen, follow directions, communicate ideas, participate in a group, understand what is heard or what is read, solve math problems, and, eventually, write meaningful words, sentences, and paragraphs.

Many educators and mental health professionals have believed that relationships, emotional and social growth, on the one hand, and intelligence and academic skills, on the other, are separate lines of development. Many have further believed that there are trade-offs. Programs, therefore, tend to emphasize one or the other. In our books *The Growth of the Mind* and *The First Idea*, we have shown, however, that intellectual and emotional development stem from the same basic processes (Greenspan 1997b, Greenspan and Shanker 2003).

Overview: Six Stages of Functional Emotional Development (Greenspan 1999, 2002, 2003)

Functional Emotional Developmental Level	**Emotional, Social, and Intellectual Capacities**
Self Regulation and Interest in the World- Shared attention and regulation *(From birth on)*	Pleasurable interest in sights, sound, touch, movement and other sensory experiences. Leads to looking, listening, calming, and awareness of the outer world and simple patterns.
Falling in Love- Engagement and relating *(From 2 to 4 months on)*	Pleasurable feelings characterize relationships. Growing feelings of intimacy.
Purposeful Communication- Two-way intentional, emotional signaling and communication *(From 4 to 8 months on)*	A range of feelings become used in back-and-forth emotional signaling to convey intentions (e.g., reading and responding to emotional signals); the beginning of "cause and effect" thinking.
Beginning of a Complex Sense of Self- Long chains of coregulated emotional signaling, social problem solving and the formation of a presymbolic self *(From 9 to 18 months on)*	A continuous flow of emotional interactions to express wishes and needs and solve problems (e.g., to bring a caregiver by the hand to help find a toy) a. Fragmented level (little islands of intentional problem-solving behavior) b. Polarized level (organized patterns of behavior express only one or another feeling state, e.g., organized aggression and impulsivity or organized clinging, needy, dependent behavior, or organized fearful patterns) c. Integrated level (different emotional patterns—dependency, assertiveness, pleasure, etc.—organized into integrated, problem-solving emotional interactions such as flirting, seeking closeness, and then getting help to find a needed object)
Emotional Ideas- Creating representations, symbols, or ideas *(From 18 months on)*	Experiences, including feelings, intentions, wishes, action patterns, etc., are put into words, pretend play, drawings, or other symbolic forms at different levels. a. Words and actions used together (ideas are acted out in action, but words are also used to signify the action). b. Somatic or physical words are used to convey feeling state ("Tired legs" "Head hurts"). c. Action words are used instead of actions to convey intent ("Hit you!"). d. Feelings are conveyed as real rather than as signals ("I'm mad" "Hungry" "Need a hug" as compared with "I feel mad" or "I feel hungry" or "I feel like I need a hug"). In the first instance, the feeling state demands action and is very close to action; and in the second one, it's more a signal for something going on inside that leads to a consideration of many possible thoughts and/or actions. e. Global feeling states are expressed ("I feel awful," "I feel OK," etc.). f. Polarized feeling states are expressed (feelings tend to be characterized as all good or all bad).
Emotional Thinking- Building bridges between ideas: logical thinking *(From 2 ½ years on)*	Symbolized or represented experiences are connected together logically to enable thinking. This includes the capacity for: a. Differentiated feelings (gradually there are more and more subtle descriptions of feeling states—loneliness, sadness, annoyance, anger, delight, happiness, etc.). b. Creating connections between differentiated feeling states ("I feel angry when you are mad at me.") and logical thinking ("The letters 'C,' 'A,' and 'T' spell CAT)

Functional Emotional Developmental Level	Emotional, Social, and Intellectual Capacities
These basic stages of functional emotional development lead to a number of advanced stages of intelligence and thinking, including: a. Multicausal thinking *(From 4 to 5 years on)* b. Gray-area, differentiated, and comparative thinking *(From 7 to 8 years on)* c. Thinking of an internal sense of self and internal standard (i.e., judgment) *(From 10 to 12 years on)*	

CONCEPT PAPER
RESPECTFUL TEACHING WITH INFANTS AND TODDLERS

By Mary Jane Maguire Fong, M.S.

At birth, infants begin an amazing journey. Fueled with curiosity and supported by their families, infants set out to explore the world around them. Within months, many infants enter an infant program and find their base of support expanded to include infant care teachers. How does an infant care teacher support the curious infant? What does it mean to teach infants? When viewed from the perspective of guiding active and curious infants in their discovery of the world around them, the idea of teaching is seen as being respectful of who the child is and what the child naturally does. Respectful teaching is defined as providing care and education that is attuned to the individual and developmental needs, abilities, and interests of the children in the group. Respectful teaching is directly related to what children actually do as they explore and discover.

What does respectful teaching look like with infants and toddlers? Interestingly, the same ingredient that fuels infant learning fuels infant teaching: curiosity. Curious infants do best when matched with curious adults, who are just as intent in their desire to learn about the infants in their care as the infants are to learn about the world before them. Guiding infant learning begins and ends with sensitive observation and requires a blend of respectful curiosity, thoughtful reflection, and flexible planning.

Observing and Noting

Curious teachers begin their work by watching, listening, and carefully thinking about that which they see and hear. As they greet and spend time with each family in their program, teachers listen for beliefs, values, expectations, and life experiences that make each infant and each family unique. Teachers also get to know the infants in their care by observing how they approach people and spaces before them. By watching and listening, teachers find out what, with whom, and how infants play. All of this information provides clues as to what infants are working on developmentally.

In all these ways curious teachers gather valuable information about the infants in their care. They compare what they observe to the rich body of child development research on how young children develop their bodies, their minds, their social strategies, and their personalities. Doing so helps them make thoughtful decisions in planning for infants' learning.

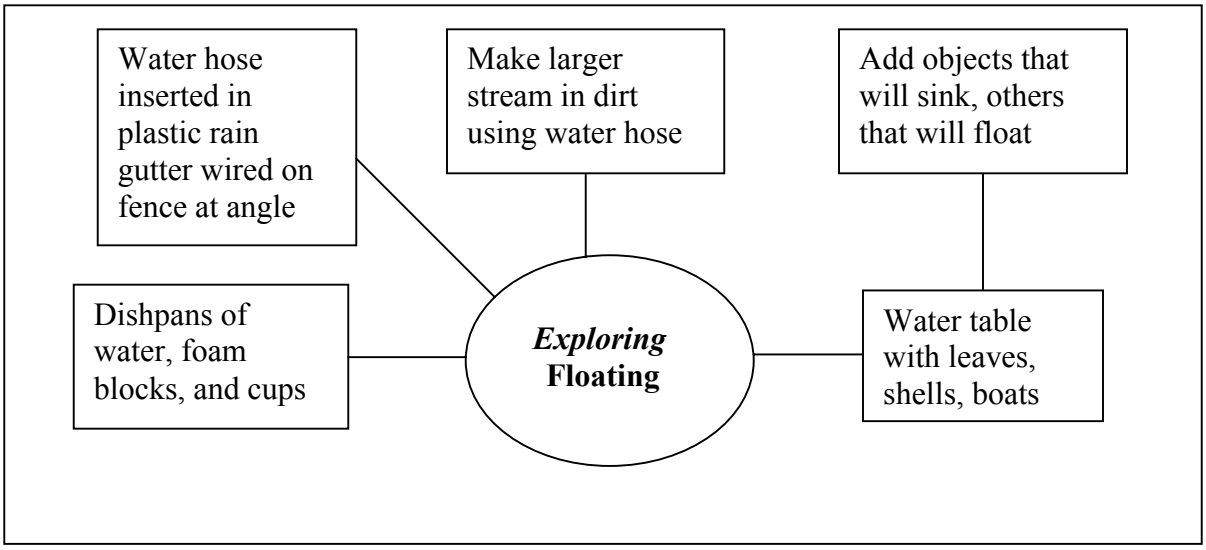
How do teachers turn their observations and reflections into useful written plans? Teachers begin with simple notes—brief, clear descriptions of key aspects they wish to remember. These observational notes of children's play and interactions form the foundation for infant curriculum. A teacher might make the following note after watching several of her toddlers play in a small trickle of water they discover in the yard.

Joan's Observation, May 5: For about twenty minutes, Mario and Taeko repeatedly dropped twigs into a stream of water running through the dirt from the lawn outside the fence. They giggled and shouted with joy as they ran back and forth, following the twigs floating downstream.

Reflecting and Discussing

Such a moment of play engages not only the curious mind of the child but also the curious mind of the teacher. Together with colleagues and infants' families, teachers think, talk, and wonder about observational notes. Doing so with others helps teachers clarify and expand their thinking about what infants are learning. This leads naturally to pondering, "How might we support what the infants are doing?" or "How might we add an interesting challenge by adding novelty, surprise, or complexity?" With one serving as notetaker, teachers come up with ideas and make a list or a web diagram, formed by writing the observed interest or issue in the center and writing ideas from the discussion on lines extending out from the center (see example below). The intent is to freely brainstorm all options for supporting the play or issue and to record all possibilities before deciding on a plan.

From the observation of children's play in the trickle of water, teachers might generate the following possibilities.



As teachers discuss the possibilities, they consider, "Is the toddlers' play focused on 'dropping objects into the flowing water and watching the current carry them along,' or is it focused on 'finding things that float'?" Through their discussion, they agree that the play is more focused on "flowing water." They decide to offer more experimentation with flowing water by introducing the plastic rain gutter wired to the fence, a new play encounter that will provide a similar but slightly more challenging experience.

Planning and Implementing

Once teachers decide on an idea, they prepare a brief, written plan to organize their work and make it visible to others. A useful plan describes what will be done, why, and what preparations need to be made. The plan to create an encounter with floating objects in a current of water might look something like this.

Plan and Observation

Observation / Idea that prompts this plan: *M & T delighted in floating twigs in a stream of water running through the dirt.*
Plan: ***May 10, Teacher Joan and four toddlers*** *Wire to the fence, at an angle, a water trough made from plastic rain gutter. Insert a water hose turned on low. Below lower end, place tub, foam pieces, boats, leaves, seedpods, flowers, and other floatable items.*
Observation: What children do in response to plan *M drops a boat into the trough and watches as it floats down to tub. C throws items into tub, laughing when she makes a splash. T watches M's boat float down the trough, picks it up from tub and repeats M's actions. M & T continue dropping items at upper end of trough and run to retrieve them at bottom. M notices hose, pulls it out, and looks through open end of trough. Water flow stops, but C continues splashing toys and doesn't notice. T stares at empty trough but doesn't look to upper end, fills cup in tub, and dumps it into trough at midpoint. M puts hose back in the trough, looks at flowing water, removes hose for a second, and then replaces it in trough.* **Reflection:** *It appears that M discovered the cause-and-effect relationship between the hose and the running water. T used a cup as a tool to put water back into the trough. Much cooperation and seemingly effortless sharing of close space and materials! Maybe next we'll put rain gutter and same materials on slanted ground.*

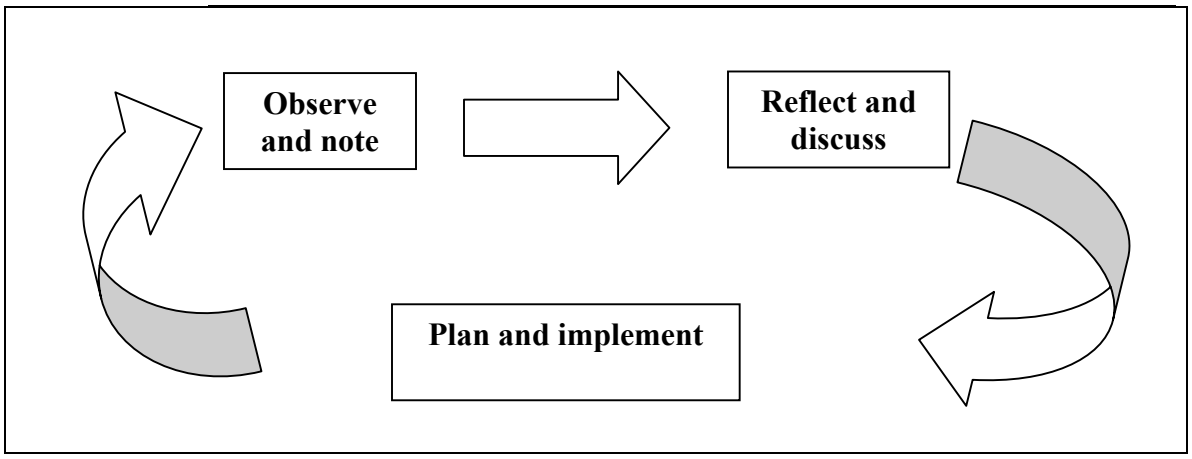
Observing and Reflecting

Directly on the plan, teachers note what infants actually do in response to the plan, briefly recording observations they want to remember for later use. Such notes help teachers identify and describe infants' development and learning. What emerges is a study document that teachers can use in several ways. The observational notes provide evidence of infants' development and learning, key information to share with both families and program administrators. The observational notes also help teachers generate new possibilities for subsequent curriculum.

Planning Cycle

What emerges is a planning cycle—beginning with observation, which prompts reflection, which leads to planning, then implementation, which generates observation, which again leads to reflection and implementation.

Planning Cycle



The planning cycle is flexible. It guides play encounters that take place over a period of weeks, such as a teacher's creating possibilities for children to explore moving water. Or it guides a teacher's work in one afternoon of play. For example, a teacher who sees several infants climb onto a low shelf can rearrange the furniture in the play space to create more opportunities for climbing and observe and note what they do in response. The planning cycle also helps teachers plan for individual children. For example, teachers can use the planning cycle to organize their thinking and strategies for working with a child who shows a pattern of taking toys from other children.

The most compelling feature of the reflective planning cycle is that it makes teaching fun and rich with adventure for both children and adults. As a guide for teaching infants, the planning cycle takes participants on a delightful journey of discovering how infants explore the intriguing world before them. Within the process of the reflective planning cycle infants and toddlers have the time and opportunity to pursue their interests, develop their cognitive skills, and think creatively. Infant care teachers also have the opportunity to engage in a discovery process. As children explore and discover the world, the teacher explores and discovers with the children. Seen through the children's eyes, the world the teacher shares with them becomes a more fascinating and dynamic place.

SESSION TWO: PARTICIPANT SIGN-IN SHEET

New Perspectives on Infant/Toddler Learning, Development, and Care
Session 2: The Emotional Foundations of Learning;
The Curriculum Planning Process

Facilitator_____ **Location**_____

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