

Rachel's Blog

Rachel Phillips, an educator in the Maple room, is studying for her Infant Toddler Diploma at VIU. She is doing a practicum with Infants and Toddlers at Bowen Children's Centre, in both the Maple and Saplings rooms. She began her practicum in January 2021 with an inquiry on "How water play invites relationships". *This is her blog to make this learning visible for you, our families. Enjoy! Rachel welcomes comments and questions!*

Week 1



The provocation began with a simple soapy table filled with bubbles, and a few cloths. The children immediately asked for sponges and hurried to the play kitchen to get the babies. For two days babies were washed and cared for. Towels were carefully laid across the floor where the children tended to their babies, carefully washing, then drying them off, and then repeating the process.

As educators, we have been noticing that during water play children are engaged in collaboration, they are connecting with one another through the sensory experience. This observation has sparked an inquiry into how water play sparks connection and builds relationships.





One day a child participating in the ritual of baby washing stated that the cloths should just be used for washing babies and that the sponges should just be used for washing the dishes. The children hurriedly collected dishes from the house centre. Two-year-old H stands back watching intently, 3-year-old R hands him a sponge. He squeezes it repeatedly, pouring, and watching the water fall into the pan. He watches R washing a dish, she looks to him and says “No, like this, see.” He follows her movements with his eyes and imitates what she is doing.

A flurry of singing, splashing and washing occurs. Layered with rich conversations about doing the dishes all together. “We have to work hard together, this is tough work for our bodies, so we need each other to do it.” R hands H a new pot to wash, he accepts it. Through these experiences the children were collaborating and recognizing that they can work together. Three year olds were helping two year olds, and this makes me wonder about that relationship, between younger and older toddlers. I’m curious about how R thought to show H how to wash the dishes, why are older children propelled to share knowledge with younger children?



“Children construct meaning as they engage with materials, other children and adults, the environment, the community, and the world.” (BC Early Learning Framework page 66.)

References

British Columbia Early Learning Framework 2019 Edition, retrieved from:
[https://www2.gov.bc.ca/gov/content/](https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework) education-training/early-learning/teach/early-learning-framework