

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. *This is her blog to make this learning visible for you, our families. Enjoy! Rachel welcomes comments and questions!*

Week 2

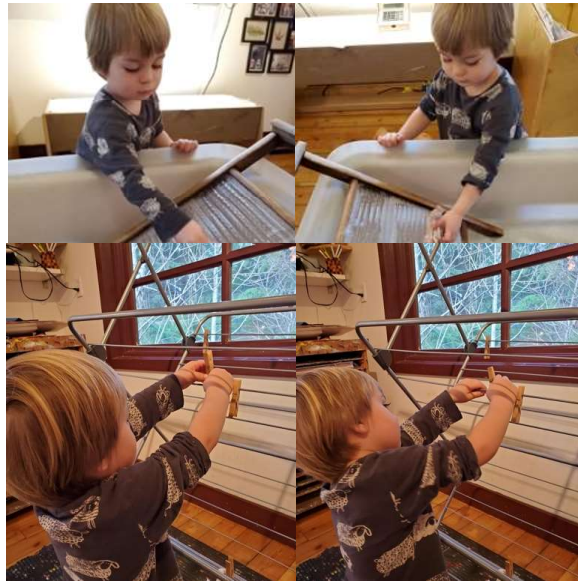
This week the educators decided to build on the interest the children showed towards the practical life experiences that developed in the water table. Last week when given cloths in a water table full of bubbly water the children asked for sponges. They washed and cared for the baby dolls, and shared their understanding of the attachment and care that is involved in the parent child relationship. Later they introduced dishes, and M. encouraged teamwork telling her friends that it is important to work together when there is hard work at hand.



To contribute towards these ideas of teamwork, through practical life experiences centered around the water table, the educators introduced a washboard, clothes pegs, and a dry rack. Curious to see how these patterns of connection and ability to work together would continue to unfold. This way of working alongside the children is translated through the British Columbia Early Learning Framework "Educators collaborate with children and their families as partners in research. This means educators are continually observing, listening, and experimenting with an openness to the unexpected. The role of the educator has shifted away from being a transmitter of knowledge toward being a collaborator who creates

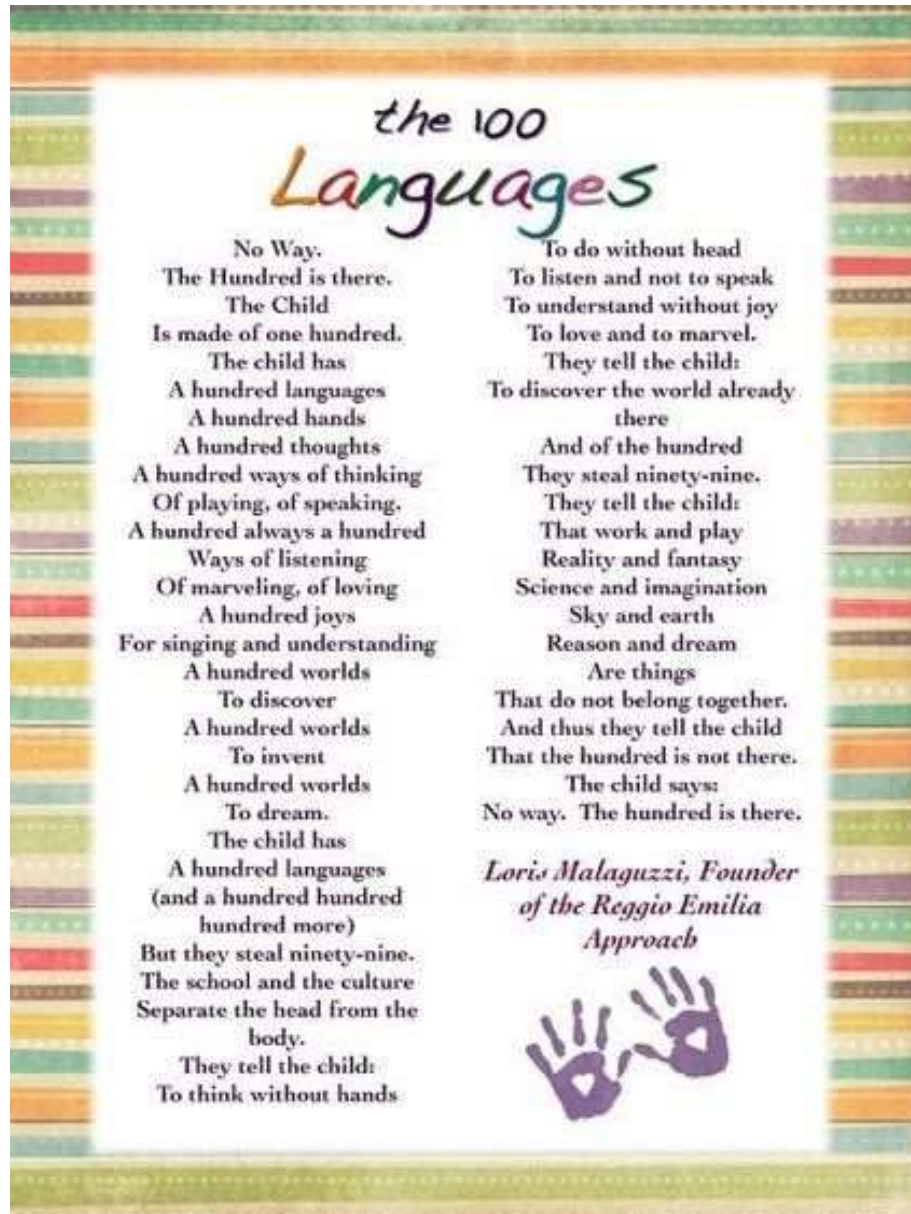
conditions so that children can invent, investigate, build theories, and learn.” (B.C Early Learning Framework, 2019)

During this investigation E. began the hard work of scrubbing the doll clothes on the washboard, working solo he went through the methodic practice of rubbing the laundry up and down the board. He carefully began to transfer the laundry to the dry rack and began the fine-motor work of manipulating the clothes pegs. This proved to be labour intensive, though E. was unthwarted and patiently adjusted and readjusted his technique.



J. was meandering by and caught sight of E.’s struggle and without prompt or hesitation provided an assist. He calmly stepped forward and held the clothes peg steady for E. allowing E. to free up his hands and successfully mount the pegs onto the line. This entire transaction was silent and continued for several minutes, as J. would take the clothes peg from the bucket and hand it to E., E. would then carefully work it onto the line while J. steadied it for him.

Watching this empathic interaction develop between these two young toddlers I was impacted by the compassion and camaraderie that was taking place. How they understood the value of working together without the use of the spoken language inspires a reflection on the wise words of the theorist behind the Reggio Emilia approach, Loris Malaguzzi. “The child is made of one hundred. The child has a hundred languages, a hundred hands, a hundred thoughts, a hundred ways of thinking of playing, of speaking.”



References

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

Malaguzzi, Loris. 1987, The Hundred Languages Poem, retrieved online from:
<https://www.reggiochildren.it/en/reggio-emilia-approach/100-linguaggi-en/>