

Reading Club
Kids First From Day 1

Introduction

Silhouette diagram

Coming from a place of:

Kristi and Christine are at the centre of their class at first, teachers on the outside making sure they meet the teacher's requirements

And striving to reach a place of:

Now students driving themselves/each other in the centre, teacher is peripheral and can enter in and help when needed

Part 4: Building Curriculum

Quote from Loris Malaguzzi might be the kind of thing I write as a teaching philosophy kind of statement.

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Main question: What do my children need to be successful and happy?

Big ideas:

1. Curriculum should be responsive and intentional

-Jaymyn told the clothespin chart story

- connect that to the teacher-centered vs kid-centered cartoon

What am I supposed to teach them?

- This question can strike fear in a teacher
- The answer can be a mix between kid-driven and curriculum-driven instruction

Curriculum-Driven

- Teaching planned long in advance

- Programs, scripts, scheduled lessons
- Pre-planned goals for student outcomes (ex. Solve math problems with a specific algorithm)

- Doesn't take into account a child's own development, interests and passions

Kid-Driven

- Things not planned far in advance
- Relies on reflections, inquiry rather than planning
- Also referred to as "emergent curriculum" and "responsive curriculum"
- Reggio Emilia educators use this to design curriculum
- PBL models also attempt to achieve similar goals

Finding the Sweet Spot Right in the Middle

Brandon discussing the environment

- Joke how the cartoons require you to imagine the classroom aesthetics

Kid driven curriculum can result in decor for the classroom that reflects the students' own development, passions, and interests

Sara mentioned the questions and showed the workshop model chart with the 50% independent learning where the kids have control over about half the in-class time and the teacher has the other half where they control each part of that chart.

Anytime designing something curriculum driven, it helps to imagine answers to the following:

"If a child asks why we're doing this what will I say?"

"Will everyone's look the same?"

"Will everyone be able to do this and see improvement in themselves?"

"Is there a sense of joy?"

These questions are meant to help motivate teaching and help keep students motivated and engaged.

Responsive Means Ask First, Teach Later

- It's important to know what the students already know before choosing a curriculum
 - What if you bring in a subject plan for a unit and everyone in the class can already meet the objectives
 - What if nobody can do it?

(illustration of Christine teaching 3D shapes but the class doesn't know rhombus and trapezoid)

(Kristi “We’re going to do ‘how-to’ writing” kid: “Do you mean procedural texts?”

Studying Kids

- Keep checking what sticks
 - A lot of this makes me think of the ZPD
- Guiding questions toward a student profile should encourage children to develop self-identities (connects to community core competency)

Monica said that all behaviours are a form of communication, so when a child throws a ball or screams or hits someone, what are they conveying?

Kid-centered curriculum are a way to increase our own comprehension of these kinds of communication, and having this empathic skill will benefit you when you create teacher-driven curriculum

Jaymyn said “it’s about making mistakes” contrasting against people who were perfectionists

- Reminded me of Miss Frizzle’s motto, what is it... “Take chances, make mistakes, get messy”