

3 to 6 Zoom: Remote learning/learning from home follow up from April's discussion

(some notes and links in preparation for Tuesday 5 May 2020, 1pm)

Resources/links

- Find research-based resources, tips and ideas for families—from child development to reading, writing, music, math, and more!
<https://www.naeyc.org/our-work/for-families>
- In response to the COVID-19 pandemic the Department of Education and Training is offering four free webinars for early childhood teachers and educators on Learning from Home for the Early Childhood Sector, commencing Thursday 30 April 2020. Click on the link for more information.
<https://www.education.vic.gov.au/childhood/professionals/learning/Pages/Learning-from-home-in-an-early-childhood-setting.aspx?fbclid=IwAR2dUqCF95sogDGzch63f3UdwqDRuZx7OV2cm5p5leLgWOF2DvNyRjGuu0U>

Some quotes to consider

“One who follows my method teaches little, observes a great deal, but rather directs the psychic activities of the children and their physiological development. This is why I have changed her name from teacher to that of ‘directress’.”
(Discovery of the Child, page 163)

“The first thing this teacher must do is prepare an environment. She must put everything in order in the environment. She must see that the material is in perfect order. She must see that everything is attractive so the children will like the environment as soon as they enter it.”
(The Child, Society and the World, page 14)

“She is an enormously successful teacher when she can say ‘‘The children can do everything by themselves, they didn't need me. These children are different because I have treated them in the right way. I have given freedom to these life energies, now they can go on and expand while I retire more and more’’. A teacher who can say this is a great teacher, she is a teacher for life.” (The Child, Society and the World, page 15)

Remember the needs and characteristics of the 1st plane child. This is not about trying to recreate the areas of the classroom at home or trying to create materials at home, for example asking parents to find buttons to do cards and counters.

Please remember that “in normal times” we would not be “teaching” but linking the child to the environment. In this current situation more than ever we should not be teaching. Now the environment is the child’s home environment, so you need to think about how to link the child to that.

What is the aim of meeting on line??

3 to 6: To create connections. To provide a sense of routine, so you need to “look the same”, sing some familiar songs, read a story, do some movement activities, have a conversation with the child (probably NOT to give individual presentations at a specified time of day!)

Life is different, and this is the time to help families be with their children and create connections while having fun; not require them to create materials, cut out letters for a moveable alphabet activity, make cards for addition, learn lists of words etc. Take the time to help the children consolidate their learning. Take the time to help parents see learning happens everywhere, all the time, and doesn't rely

on creating anything physical. Help them see that learning is integrated so when they cook with their child they are using and practicing literacy, numeracy, practical life, sensorial, cultural skills as well as social skills!!!

PL can be practiced and applied with children being encouraged to make their bed, water plants, participate in food preparation... sensorial experiences happen naturally being out in the garden, doing sorting activities that occur in everyday life, for example: let's put all the socks belonging to dad here, the ones for ... here (the child can sort by colour, length, size, the different feel of the cotton, wool...) Opportunities for language should be happening every day, with more time for meaningful conversations now. You might like to create a list of enriched vocabulary parents can use as they cook, clean or garden with children. See how many you/they can use in a day — for example sift, dice, whisk, garlic crusher... when cooking; wrinkles, crisp, corner fold, plump... when making the bed. Maths should be happening every day for example when the child helps set the table — go back to your notes on the mathematical mind ☺

You might like to let parents know that at a particular time of the day you will be singing some songs or reading a book and anyone who wants to can join in; record it and send a link so children can access it at a different time or watch it again. Keep these short and don't try to have a large group discussion.

Some other things you might like to read and send to parents

<https://www.todaysparent.com/kids/preschool/5-ways-to-get-your-kid-to-play-alone/>

<https://education.abc.net.au/newsandarticles/blog/-/b/1419968/three-ways-to-help-your-child-s-learning-at-home>

What can parents do to create a home environment that encourages the development of meaningful literacy skills from an early age?

https://dey.org/optiming-out-of-remote-schooling-and-optiming-in-to-play-is-an-option-all-parents-can-choose/?fbclid=IwAR3QX2zIL5PBpG8IzADJM_b1UOiNAJ8HebwyXZKyHMiV5pny0smK5DsZORg

COVID-19 has interrupted schooling, but education does not require a school building and should not be limited to an academic curriculum... All adults need to opt-in to play is the desire to break free from the status quo and use this current situation to usher a new way of engaging and learning. When your child looks back on how they survived their first (and hopefully only) global pandemic, do you want their memories to be of the stress of remote schooling or the freedom to play?

https://www.aib.edu.au/blog/official-blog-australian-institute-of-business/the-digital-education-experience-what-to-expect-when-learning-online/?utm_medium=organic-social&utm_source=facebook&utm_campaign=socialcontent&utm_content=digiedblog&fbclid=IwAR2bpKybt-l42Jp1TsKyGGbu44YnZ7jhO8a9tMss1zKo6aFYv2qij6i9L0Y

“You need to look at how the human brain works in that environment, how it digests, synthesises and embeds information. We know that, for online learning to be as successful as possible, the subject content has to be presented in modules of eight to ten-minute chunks. Anything longer than that and the student's attention is going to wane.”

As you work out your plans and schedules for catching up with different children young and old are you remembering the different needs and characteristics of the age group? Are you thinking about how much time you are expecting them to concentrate and focus while on line?

We look forward to seeing you on the 5th and to hearing how you are all going. (A reminder that the discussion will be recorded, and the link sent out later to those unable to attend).

Please bring along any suggestions, questions, comments...