

Schemas and Social Connections

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Land Acknowledgment



As we gather in this virtual space, we recognize that we are connected with one another through the winds that blow air into our lungs and through the waters that move deep into the earth and up into the sky. We acknowledge that the ground beneath our feet is historically the home of Indigenous Peoples, many of whom have been forced to leave for other lands. The Ohlone were the first to live, celebrate, lament, and sing upon the land where I now sit in San Francisco, California.

Overview of Big Ideas for Today

- Imagine a Teacher- Seeing teachers competencies
- Children as competent social scientists
- The role of the teacher in supporting children's eagerness to connect
- How schema explorations invite social connections and cooperative play
- Teacher as researcher
- Structures for openness that support reflective practice including observing with others and thinking protocols for reflection and planning.

The educators of Reggio Emilia remind us:

We must not assess what the child knows, or knows how to do, but what he or she could do IF...

WE are the
IF!

Pause and Reflect

- What touches your heart and mind after seeing these images and hearing these ideas?
- Imagine yourself in the slideshow, what would you want it to say about you?

Meet up with Children's Minds by Understanding Schemas

Schemas are repeated actions and patterns in children's play, reflecting a thread of thought for developing brain pathways. Observing for schemas draws our attention to patterns across children's play that would not be otherwise obvious or seem to be linked in any way. Offer children materials where they can explore:

Transporting

Transforming

Trajectory

Rotation and Circulation

Enclosing and Enveloping

Connecting and Disconnecting

Orientation and Perspective

Using a Protocol

A Thinking Lens® for Reflection and Inquiry



Know yourself



Examine the physical/social/emotional environment



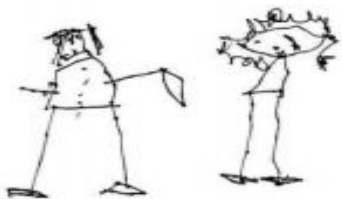
Find the details of a competent child that engage your heart and mind



Seek the child's point of view



Consider opportunities and Possibilities for action



Collaborate with others to expand perspectives



Children are Social Scientists

Babies' brains are wired to be in relationships from birth—not just any relationships, but relationships that are responsive to their interests and needs. The infant brain literally grows within these supportive, nurturing relationships. Interactions with people and the environment cause connections in the brain to form and strengthen.

(National Scientific Council on the
Developing Child, 2004)

Pause and Reflect

What social competencies do you see and hear in these stories as the children connect with schemas?

What do these children already know about getting along?

How do these stories inspire you in your context to continue to support children's eagerness for relationships?

What touches your heart and your mind?

What lingering questions are you left with?

“What I've come to understand is that the most important work I do to see a child in positive ways is within me. I must continually work to transform my own view of children's behaviors, see their points of view, and strive to uncover how what I am seeing reveals children's deep desire, eagerness, and capacity for relationships. *There is no more important or rewarding work than this.*”

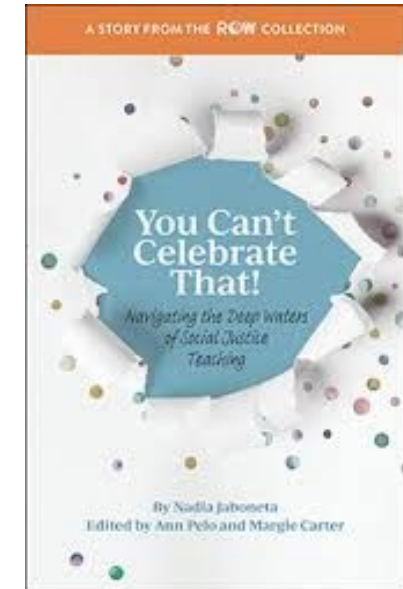
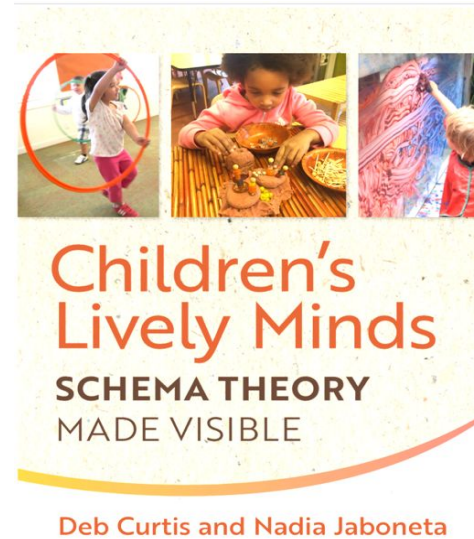
– Deb Curtis
From the Exchange book,
Really Seeing Children

Exchange[™]

Thank You!

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