

Module Four

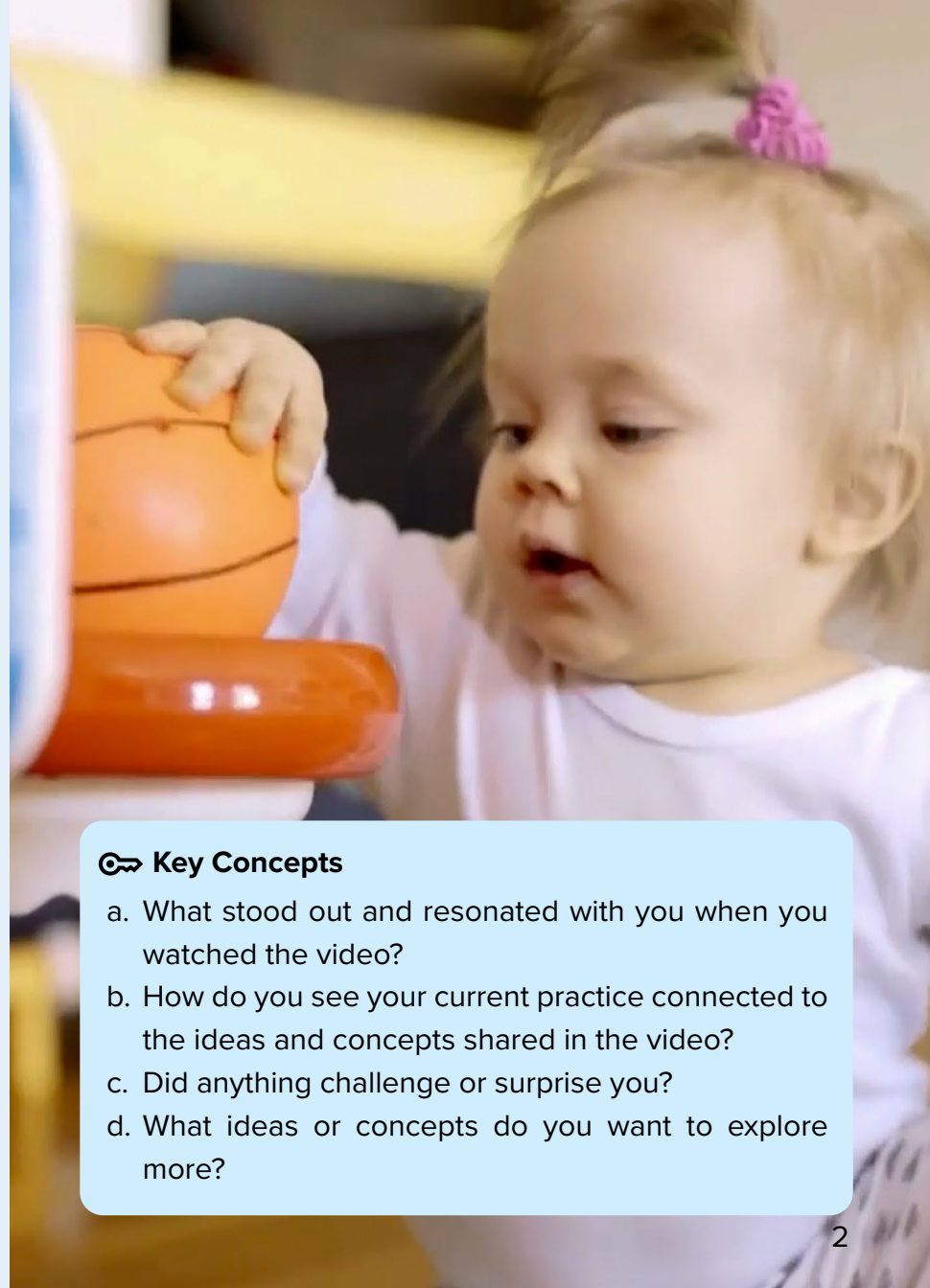
Self

“Every day in a hundred small ways our children ask, ‘Do you see me? Do you hear me? Do I matter?’ Their behaviour often reflects our responses.”

— L.R. Knost

Before you begin...

- What do you notice about the development of self in young children?
- How would you define the difference between a personal sense of self and social identity?



🔗 Key Concepts

- a. What stood out and resonated with you when you watched the video?
- b. How do you see your current practice connected to the ideas and concepts shared in the video?
- c. Did anything challenge or surprise you?
- d. What ideas or concepts do you want to explore more?

Text Rendering

Take a minute to read the quote shown on the right together. Have each participant choose the following:

- a. A sentence that was meaningful to you and helped you gain a deeper understanding of the text.
- b. A phrase that moved, engaged, provoked or was in some way meaningful to you.
- c. A word that captured your attention or struck you as powerful.

Invite each participant to briefly share their responses to the group and explain why they selected the sentence, phrase and word that was chosen.

After each has shared, the group might consider the common themes that emerged from the conversation, and how the discussion deepened their understanding of IEYMH.

If you want to dig a little deeper with the group you may consider the following questions helpful.

- How does the text you selected connect to your values?
- What did you learn about yourself and others through this exercise?

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When a child is told that they are loved, when they are told that they're lovable and they actually feel lovable, that is massively important for releasing neurotransmitters in the brain that builds connection, oxytocin and other things.

But what if you're a child who gets told all of the time, don't do that, that's not the right thing to do. Children who are bathed in a sea of negativity, what happens in their little brains is they're getting the message, uh-oh, I'm not good, some of them even have told me over the years, I'm bad. How you interact and see their behavior, the messaging that you give to them is hugely important as they're developing that sense of who am I? And so, think deeply about the relationship that you have with children because it is forming the people they are and that they will become.

— Dr. Jean Clinton

Deconstructing Big Ideas

- What does it mean to belong?
- When do you know a child feels like they belong?
- What is the difference between belonging and fitting in?
- How do we create spaces where difference is welcomed?

Close Read

Refer to the quote on the right

- What role does leadership play in your role as an educator when you consider your work in supporting IEYMH?
- How do you think about “power” in your work?
- What are the kinds of decisions that you make each day that connect science and practice?

Personal Writing

- Who am I?
- What makes up my identity?
- How does my identity show up in your practice?
- Share your thoughts with the group.

“

I believe sometimes educators feel like if the leadership doesn't believe or value this work as they do, then we can do nothing, and may feel as if their hands are tied. But educators get to decide. They get to decide every day how they welcome a child into the classroom. They get to decide how they're going respond to a crying child. They get to decide when the lights go on and when the lights go off. They get to decide whose back gets rubbed. They get to decide when children go in and outside. They have an awful lot of power.

And I think that power can also build a very particular kind of culture. And when you think about your belief around the kind of world you want to live in and the ideas of inclusion and belonging, I think when you understand as an educator the impact of the science connected to the practice, when you can understand that, you begin to shift practice and you'll make it happen.

— Lorrie McGee Baird

🔍 Thinking Lens

- What stands out for you when you look at this image?
- What values do you see present?
- What do you think the children may be thinking or feeling?

Please feel free to pause the video and study another image of your choice.



Final Word

- Invite each individual to write a short reflection of the big ideas that resonated with them in the video. What new understandings do they have? What questions are still lingering on their minds?
- Each participant then has the opportunity to present their reflection and shares with the group.
- The group then has a chance to ask probing and clarifying question and shares their thoughts.
- The presenter then responds to the discussion offering how the ideas and thoughts of others has influenced their thinking.
- Repeat the process for each member of the community of practice. (This is best done in groups of four or five).
- The group then considers the common threads and values that have been illuminated through the process.

Final Reflections

- This conversation makes me think about...
- This is important to me because...
- How will I bring these ideas into my practice...
- What questions might I carry with me...

Facilitator Final Thoughts and Reflections

- What shifts in thinking are you beginning to notice in your community?
- How has this influenced your role as a facilitator?

References

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- Covey, Stephen. 1989. *The Seven Habits of Highly Effective People: Restoring the Character Ethic*. New York: Simon and Schuster.
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Acknowledgment

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Collectively we are committed to our vision and goal....

“In communities across Ontario, early years and child care programs will create and nurture conditions where all experience foundational conditions for healthy social emotional development and recognize when there are challenges to that healthy development.”

