

## Module One

# Care

“You really can change the world if you care enough.”

— Marian Wright Edelman

### Before you begin...

- How would you define infant and early years mental health?
- What does it mean to care? Can anyone care?
- How are the ideas of care and Infant Mental Health connected?

#### 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.
- a. A phrase that moved, engaged, provoked or was in some way meaningful to you.
- a. 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?
- How have the ideas of others influenced your thinking?

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**Infant Mental Health is really the study and the practice of helping little ones develop their emotions and their social competency. It helps them form relationships with primary caregivers, with other caregivers and really importantly with getting along with their peers. It's also about learning all about emotion, how to experience emotion, manage them and express the emotions in ways that are socially more acceptable than biting for example. When you've got a secure base and your emotional experience is understood, then you get to explore, you're free to explore the environment. You learn in the social domain. All of this happens though, so importantly to know, in the context of the child and family's culture, the family's ways of knowing and being in the world.**

— Dr. Jean Clinton

### **Deconstructing Big Ideas**

- What does the concept of “care as curriculum” have you thinking about?
- What stories or scripts have we been carrying in our work about care and education?
- How does the idea of care as education connect to the concept of infant mental health?

### **Personal Writing**

- What new understanding do you have now around Infant and Early Years Mental Health?
- How does this idea connect both care and education?
- Share your thoughts with the group.

### **Close Read**

*Refer to the quote on the right*

- What do you think Lorrie is talking about when she says “we’re beginning to rethink the purpose of our work?”
- How do you see the power of care?
- What kind of world do you want to want to live in? What is your role in supporting that place? And how does it connect to mental health?

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**Right now, in our work in early childhood, we’re beginning to rethink the purpose of our work. And I think the pandemic has done that for us. It has invited us to see what has been illuminated in the world and what humanity has done to the care of the land and the air and the water and the non-human world. And when educators can see the power of care, that is going to have a lifelong impact on our world around us. And it will help us to think about what kind of world do we want live in.**

— Lorrie McGee Baird

A woman in a white lab coat is leaning over a baby lying in a hospital bed. The baby is wearing a white onesie and a white bow in her hair. The woman is looking down at the baby with a gentle expression. The background shows a hospital room with a window and a wall outlet.

## Q Thinking Lens

- What captures my attention in this image?
- What do I notice in the child and adult's facial expressions?
- What might the child be thinking about in this moment?
- What values do are present as I study this image?
- What does it make me think about in my own practice?

*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 did you learn about yourself as a facilitator as you moved through module one?
- Did anything surprise you?
- What do you want to be sure to carry with you as you move into module two with your community?

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**Care is not a soft skill... it is a building block for a strong humanity.**

— Illuminating Care – The Pedagogy of Care and Practice in Early Childhood Communities

## References

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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.”

