

Module Two

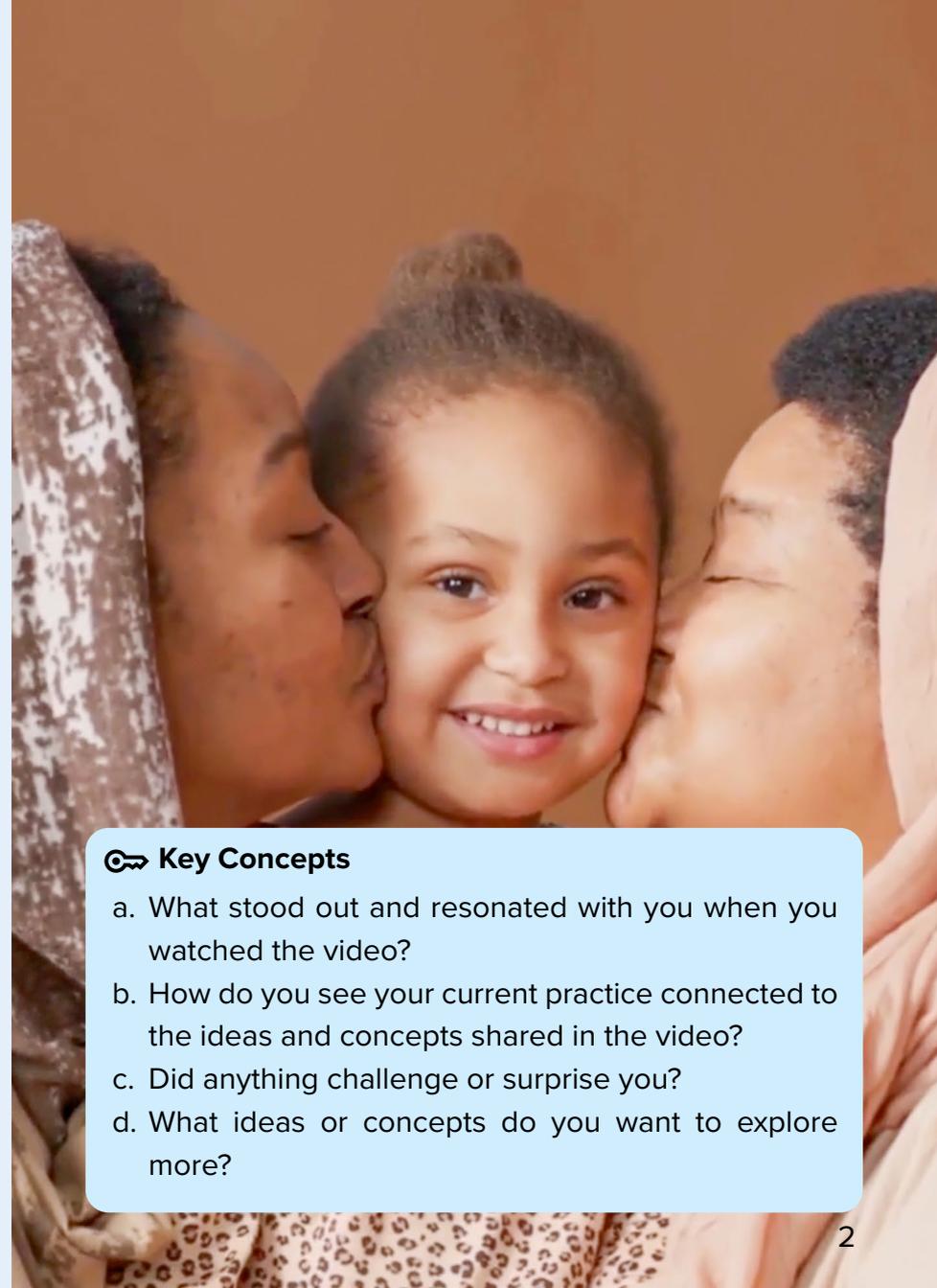
Attachment

“Attachment is not enough to love the child; it is necessary that they are aware that they are loved.”

— St. John Bosco (Italian Educator, est. 1850)

Before you begin...

- What comes to mind for you when you think about attachment?
- What do you notice about children who have a secure attachment?



🔗 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?
- How have the ideas of others influenced your thinking?

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The reality is that human babies are born completely helpless. It's why we are designed to be a social species. To be able to emit something that says 'help, I need you, look after me'. So, when infants are looked after in the way that their needs are met that is that there's somebody there when they are distressed, upset and sick, that that is, it's called proximity seeking coming in. The stress that they first experienced is being emitted by them crying, by them running to you. But what happens when the stress system is responded to by you being there is that it gets quieted. But if it's not quieted, if you're not there for the baby, then their stress system stays up. And they cannot learn. They have to learn that there is somebody who's their best bet, and that's you. What happens when you build a secure attachment is a two-way relationship. It's so important and (as I said before) it changes your brain too.

— Dr. Jean Clinton

Deconstructing Big Ideas

- What does it mean for a child to have a secure attachment with someone? Can a child be too attached?
- What does the concept of “primary care” have you thinking about?
- What practices do you intentionally take up to support children’s secure attachment?

Close Read

Refer to the quote on the right

- What do you think Faith is referring to when she shares the idea that “children are born to teach us unconditional love”?
- Who are the children in your life that have been your teachers?
- How have those teaching influenced your work in early learning?

Personal Writing

- What experiences have you had in your own personal life with attachment?
- What have you learned about yourself or others?
- What have children taught you about attachment and how do you now bring it into your practice?
- Would you care to share your thoughts with the group?

“

Often people think that children are born into the world for us to teach and nurture. And then that happens. But I believe in our ways of knowing as Indigenous people that children are actually the teachers. And the way I can explain that to you is that, to give understanding and to make meaning a child when it’s born, it has work to do. And it teaches us unconditional love. So, I think creator in its entirety that we needed as adults to understand unconditional love. And what I mean by that is when a child is born anyone would give their life for that baby.

— Faith Hale



🔍 Thinking Lens

- What delights me as I look at this image?
- Where values are present?
- What do you think the children are thinking?
- How does the image connect to my 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 are you learning about your community?
- What did you notice about the kinds of questions that you asked?
- What do you want to learn more about as a facilitator?

“

The future isn't a place we get to go.... It's a place we get to create!

— Nancy Duarte

References

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- Covey, Stephen. 1989. *The Seven Habits of Highly Effective People: Restoring the Character Ethic*. New York: Simon and Schuster.
- Curtis, Deb, Margie Carter, Debbie Lebo, and Wendy C.M. Cividanes. 2013. *Reflecting in Communities of Practice: A Workbook for Early Childhood Educators*. St. Paul, MN: Redleaf Press

Acknowledgment

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agency

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.”

