

Working with Young Children

MINNEAPOLIS INSTITUTE OF ART
VOLUNTEER TRAINING
ANN E. BAILEY, PH.D., DIRECTOR
JANUARY 23, 2020

Agenda

1. Expectations
2. Activity
3. Introduction to Child Development: Preschool through Grade 2
4. Practicing What You Have Learned
5. Questions
6. Adjourn

Welcome to MIA!

- What do you think children think when they enter MIA?
 - What feelings might they have?
 - What might they hear?
 - What might they smell?
-
- All children need support!

What Should Children Learn at MIA?

- Turn to your neighbor(s) and share at least two ideas each of what you believe children should learn/experience at MIA.

Expectations

- What are your expectations:
 - Of second graders?
 - Of kindergarteners?
 - Of preschoolers?
 - Of children who speak English as a second language?
 - Of children who may have hidden disabilities?
- Your behavior will be determined by your knowledge of child development and your expectations of the children in your group.

Activity

- Take a handout and write down at one to two expectations you have of children at the ages listed.
 - What should they know?
 - What should they be able to do?
 - How might they express engagement?
- Share your ideas with your neighbors.

Intro to Child Development

- All 50 states have Early Learning Guidelines for preschoolers and most have Early Learning Guidelines for infants and toddlers.
- In Minnesota, they're called the "Early Childhood Indicators of Progress."
- Eight (8) Domains:
 - Approaches to Learning
 - Arts
 - Language, Literacy, Communications
 - Mathematics Cognitive
 - Scientific Thinking Cognitive
 - Social Emotional
 - Social Systems Cognitive

The Arts

- Broken into Three Components:
 - Exploring the Arts
 - Using the Arts to Express Ideas and Emotions
 - Self-Expression in the Arts

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K readiness	K Alignment
<p>A2 Child can distinguish differences within each area of artistic expression</p>	<p>A2.1 Notices differences</p>	<p>A2.2 Show a preference for toys, people, experiences</p>	<p>A2.3 Chooses an artistic expression of their choice</p>	<p>A2.4 Uses art-related vocabulary when discussing different media (e.g., stage, easel, brush, etc.)</p>	<p>A2.5 Discusses differences among artistic expression</p>	<p>K1.1.1.1- K1.1.5.1 Identify the elements of dance, media, arts, music, theater, visual arts K1.2.5.1 Identify the tools, materials, and techniques from a variety of two-and three dimensional media, such as drawing, printmaking, ceramics, and sculpture</p>

Approaches to Learning

- Broken into Four Components:
 - Initiative and Curiosity
 - Attentiveness, Engagement, and Persistence
 - Creativity
 - Processing and Utilizing Information

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K readiness
<p>AL1 Inquisitiveness Child explores the environment and seeks interaction with people and objects; willingly tries new things</p>	<p>AL1.1 Shows interest in the environment primarily through looking and listening</p> <p>AL1.2 Responds to people by looking kicking legs, vocalizing, reaching</p> <p>AL1.3 Demonstrates readiness for new experiences</p>	<p>AL1.4 Uses senses to explore their environment</p> <p>AL1.5 Seeks and taking pleasure in new skills</p>	<p>AL1.6 Approaches new materials in the environment with interest</p>	<p>AL1.7 Investigates and experiments with materials with enthusiasm</p> <p>AL1.8 Tries different ways of combining materials</p> <p>AL 1.9 Asks questions</p>	<p>AL1.10 Scans environment and notices new objects, materials and activities right away. Asks about them</p> <p>AL1.11 Eager to investigate new things and have new experiences</p>

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K readiness
<p>AL3 Attending Child focuses visual and auditory attention on relevant aspects of the environment</p>	<p>AL3.1 Recognizes primary caregiver and familiar objects by touch, sight, sound, smell</p>	<p>AL3.2 Stays focused on activities for a short period of time</p>	<p>AL3.3 Maintains attention for longer periods of time</p>	<p>AL3.4 Returns to an activity after an interruption</p> <p>AL3.5 Engages in play with peers for extended period of time</p> <p>AL3.6 Attends in a large group for short periods</p>	<p>AL3.7 Attends in large group activities led by teacher for sustained periods</p> <p>AL3.8 Participates in large group activities and discussions</p> <p>AL3.9 Listens to others</p>

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K readiness
<p>AL12 Cognitive Flexibility/ Reasoning Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing</p>	<p>AL12.1 Recognizes their actions can cause a specific response</p>	<p>AL12.2 Notices similarities and differences</p> <p>AL12.3 Anticipates what will happen next</p>	<p>AL12.4 Makes inferences based on what is seen, heard, smelled, etc.</p> <p>AL12.5 Considers possibilities for why something happened</p>	<p>AL12.6 Predicts and hypothesizes what will happen next</p> <p>AL12.7 Forms theories about why things happen</p>	<p>AL12.8 Draws conclusions and can explain their thinking</p> <p>AL12.9 Considers another point of view and will change opinion or idea when faced with new information</p> <p>AL12.10 Collaborates with others to investigate a situation or problem</p>

More Child Development

- Flexibility: be willing to adjust your role, depending on the group of children in your care (example: children with disabilities, children who are gifted, first time visitors vs. experienced visitors, etc.)
- Group Management Skills:
 - Hand signs
 - Transition Activities
- Use children's names, if you can—children notice when you are speaking directly to them rather than around them

And Even More Child Development

- Stay Away from Information Dumping
- Use Open-Ended Questions:
 - What do you see?
 - How do you think the artist made this?
 - Can you tell me more about that?
 - How does this sculpture/painting/picture make you feel? Why do you say that?

Signs of Engagement in Young Children

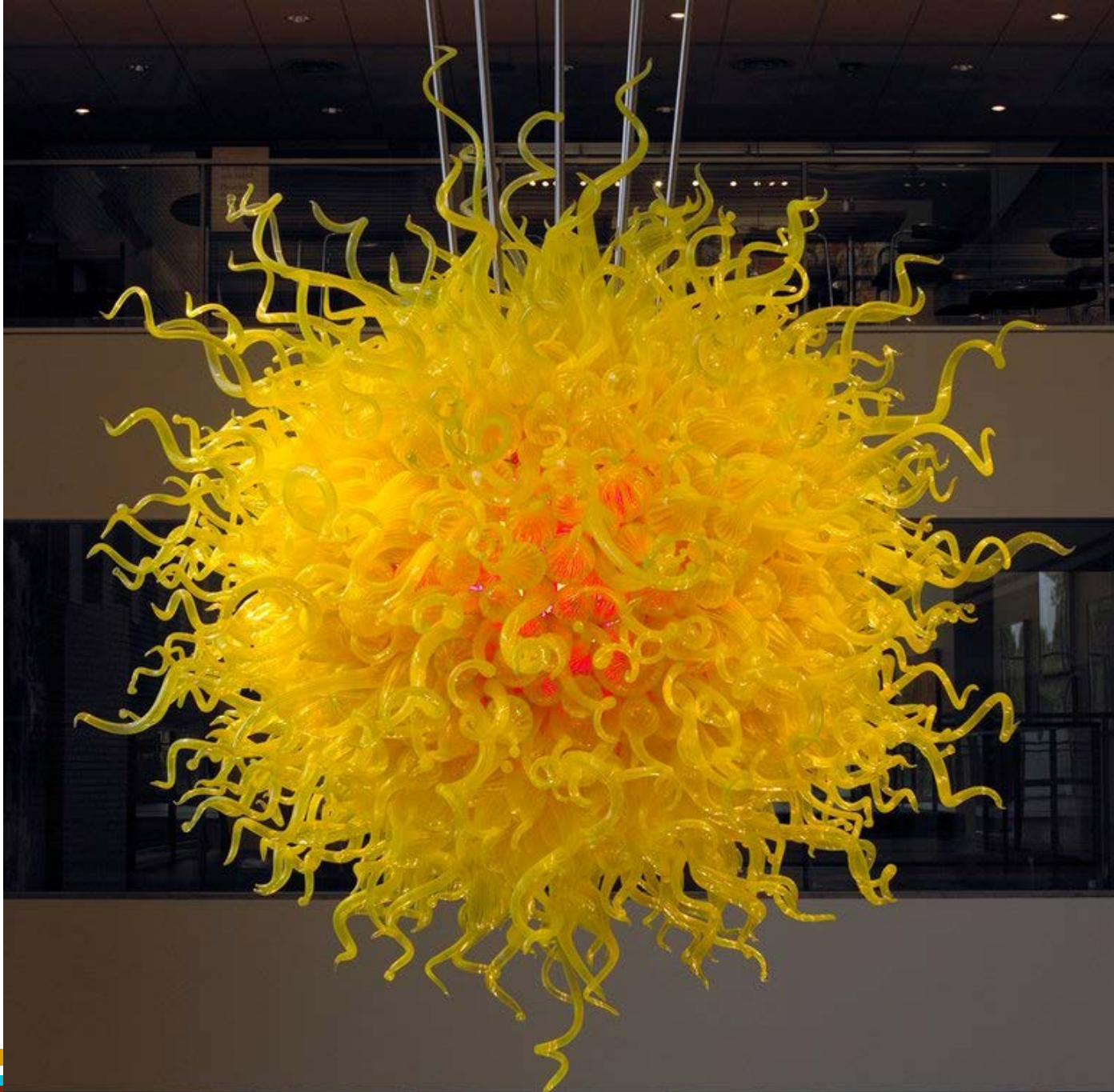
- Engagement:
 - Eye-Contact
 - Listening
 - Moving/Fidgeting
 - Reacting
 - Talking
 - Asking questions/responding to questions
 - Following Rules

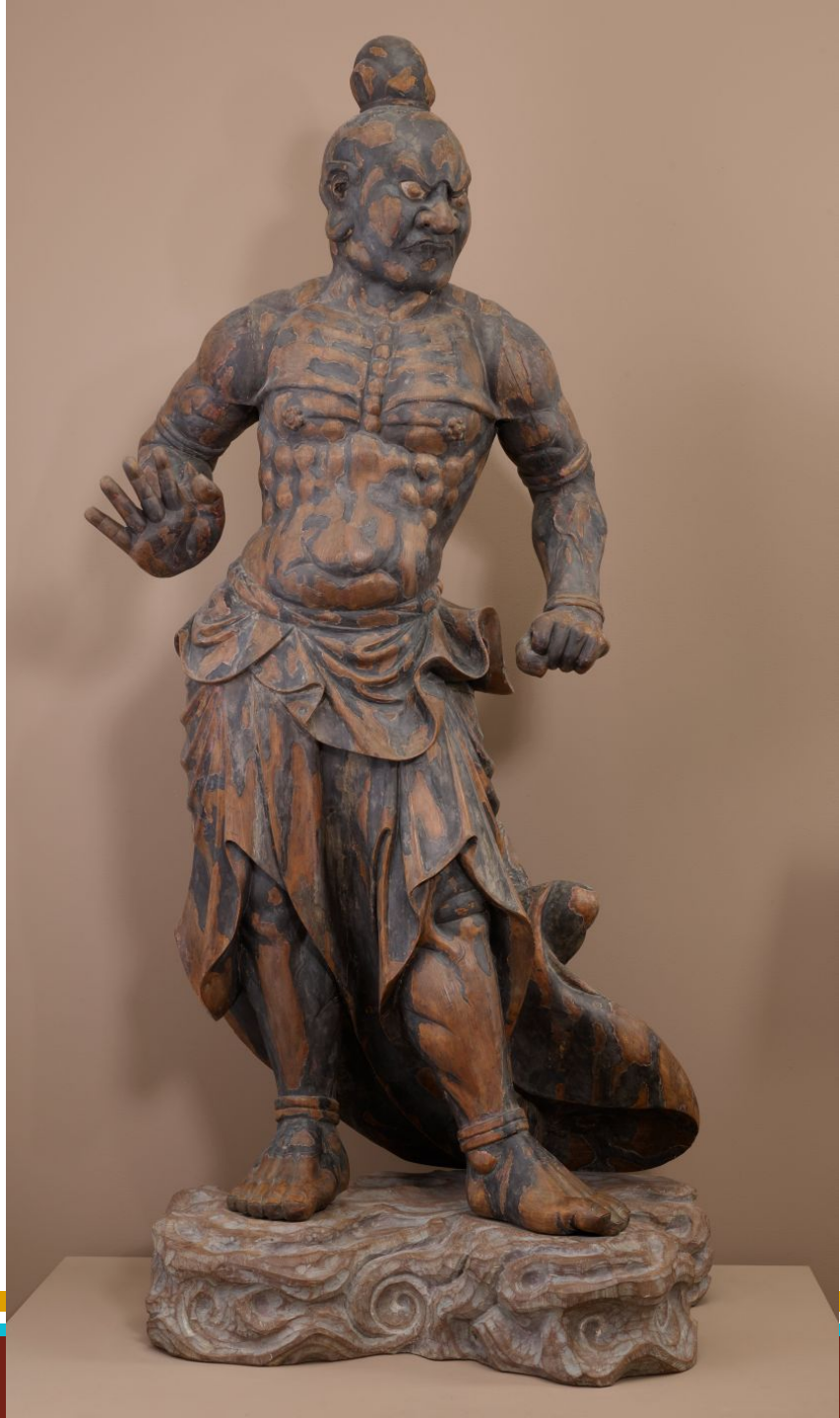
Activity

- Images of MIA art
- Work in teams.
- Write down what you might:
 - Expect children to notice
 - Any unique ideas you have for talking about this specific piece
 - Questions you might ask children



















Questions



Contact Information

Ann Bailey, Ph.D.

Director, Center for Early Education and Development

University of Minnesota

baile045@umn.edu