Affective professional learning experiences with educators working with children aged birth to three years

Dr. Gloria Quinones Vanessa Field

Monash University



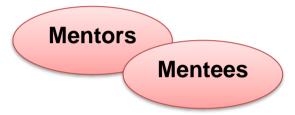


Mapping the context

- Supervising teachers have discourses of denying cultural difference of cultural diverse pre-service teachers (Ortlipp & Nuttall, 2011).
- **Emotions** are significant for growth of mentor's **professional identities** (McDonough & Brandenburg, 2012).
- Professional learning needs to encompass a space where teachers can be reflective of their practices (Nolan, Morrissey, & Dumenden, 2013).
- Recent research with infant-toddlers suggest teacher education programs should be open by **honoring immigrant preservice teachers' diverse funds of knowledge** (Recchia & Eun McDevitt, 2018).



Professional Experience with Babies and Toddlers



Mentoring Practices

Collaborative Practices

To inform and support future preparation of professionals





Methodology





Subjectivity to understand professional learning experiences

Subjective Senses

social constructions lived through individuals life histories and how those experiences appear as subjective senses associated with a current experience.

(Gonzalez Rey, 2018).

Learning practices through subjective configurations:

- Emotions.
- Affective patterns of communication.
- New constructions related to social realities.

(Gonzalez Rey, 2018).





Analysis of professional learning experiences

- ❖ Analysis of subjective senses (snapshots of video observation of everyday practices and discussions) that unfold a chaotic movement in mentoring (e.g. nappy changing).
- Active engagement of mentors and mentees in activities and communication.
- ❖ Subjective configurations of professional learning experiences felt and lived by individuals in an institution. These experiences generates emotions, feelings and actions.



Babies Room: Peta & Ellen mentoring relationship

P: That's the front of the nappy,

So turn it around.

Ellen follows instructions.

There you go.

Toddler puts legs up.

P: See, he is ready.

Ellen laughs.

P to toddlers: There you go

darling, pop your

Legs down a bit.

P: bring it down to the middle...





Mentor – Professional Affective Mentoring Practice: Guiding

- Subjective Sense as an awareness of mentees history
- **❖** Affective practice of guiding though cultural opportunities and moments.

It was culturally a bit different because I – she [pre-service teacher] being an only child and **not having had experiences with under 3's herself just in life** in general and that was just being an international student and the country she came from, **not having the opportunity to even have you know siblings or cousins** and yeah so it was like whoa okay a lot of **it was quite new and not had the opportunity** so it was quite interesting to hear from her and we could guide her through, **guide each other through it together**, like yeah.

"I haven't had any other children growing up" and of course I "Oh" of course because coming from where she comes from that's the difference being an international student she just didn't have the opportunity to have had those moments [changing nappy].







Mentee - Professional Learning Experience

* A subjective configuration of emotions... growing confidence through guiding and time to build relationships with children.

Yes that was **my first time ever changing someone's diaper** and yeah I was **very nervous** so it was so nice that my mentor was there to **guide me step by step** and yeah ...now I am confident in changing diaper and like all the childcare stuff like feeding a bottle but back then **in my first week I really just had no experience**. And I see now how having no experience looks like yes. And yeah it's nice to have the option to learn this so I am **confident in the future**.

I need to ask the children if she wants to change the nappy with you — so I took it, I communicated with the child because it's third week so we built up a good relationship and we have a great trust between each other. So I said "I want to change your nappy, are you happy to go with me?" and she said "Yes". So we go together and I change her nappy the ... I bring the gloves together. *Ellen*





Conclusion and implications for professional learning

- Chaotic moments (e.g. nappy changing) provide an opportunity for professional learning.
- **Pedagogical awareness** of nappy changing as a professional practice. Educators need confidence, trust and building relations with children to undertake this activity and feel confident to act respectfully.
- Affective professional learning involves working together in a caring, sensitive and guiding way by understanding international pre-service teachers histories and experiences.
- Professional learning [and mentoring] is a subjective experience that involves subjective configurations- chaos, emotions, feelings - collaborating together enables for new experiences to become that enriches professional and personal learning.







Acknowledgements

The researcher received Dean ECR research grant from the Faculty of Education, Monash University, Australia. The resources included allowance for field research assistance from Cynthia Lopez Valenzuela.

Full ethics approval was granted by the Monash Ethics Committee (Project Number: 10305) and Department of Education and Training (Project ID: 2017_003461). The authors thank the participating educators and children from the two long day care centres and the centre directors.



References

- Gonzalez Rey, F. (2018). Subjectivity and discourse: Complementary topics for a critical psychology. *Culture & Psychology*, *0*(0), pp. 1 17.
- McDonough, S., & Brandenburg, R. (2012). Examining Assumptions about Teacher Educator Identities by Self-study of the Role of Mentor of Pre-service Teachers. Studying Teacher Education, 8(2), 169-182. DOI: 10.1080/17425964.2012.692990
- Nolan, A., Morrissey, A-M., & Dumenden, I. (2013). Expectations of mentoring in a time of change: views of new and professionally isolated early childhood teachers in Victoria, Australia. Early years: an international research journal, 33(2), pp. 161-171, doi: 10.1080/09575146.2013.781137.
- Ortlipp, M., & Nuttall, J. (2011). Supervision and assessment of the early childhood practicum: Experiences of preservice teachers who speak English as a second language and their supervising teachers. Australasian Journal of Early Childhood, 36(2), 87-94.
- Recchia, S.L. & Eun McDevitt, S. (2018) Unraveling Universalist Perspectives on Teaching and Caring for Infants and Toddlers: Finding Authenticity in Diverse Funds of Knowledge, *Journal of Research in Childhood Education*, 32(1), pp. 14 31, DOI: 10.1080/02568543.2017.1387206