



Toddler: Regard for Child Perspectives

Title: Going with the Flow in the Science Center

In this classroom, the children are free to pursue their interests or ideas, while the teacher follows the children's leads.

Child Focus

- The teacher incorporates the children's ideas when she asks a child, "What did you make right there?" as the child begins pretending that he is singing into a microphone with the science manipulatives.
- The teacher follows the children's lead by asking the children, "What song are you going to sing?" and joins in singing with them with their pretend microphones.
- The teacher asks the children, "What song are you going to sing?" and after the children sing their own songs, the teacher says, "That's wonderful. I love it," to support the children's expression and ideas.

Flexibility

- Children move and talk freely within the science area.
- When the teacher begins to show the children that their magnets have a positive and negative charge and make a clicking sound when they connect, one child says, "Let me roll it to ya." The teacher stops what she is doing and immediately lets the child roll the magnetic ball to her.
- When the boy approaches the teacher to make a microphone, she follows his request and pursues singing a song.

Support of Independence

- The teacher makes an effort to give one child responsibility by asking him to find a ball to help her create her own microphone.
- The materials are available and accessible on low, open shelves for the children to select independently.

When teachers encourage children to contribute to activities and to share their ideas and perspectives, children learn that they are genuinely valued as the teachers demonstrate effective regard for child perspectives.