

A Crash Course in the Language of Wolves

By Lisa Murphy,
Ooey Goey, Inc.

In her book, *Teaching in the Key of Life*, author Mimi Chenfeld talks about the “wolves” that are occasionally seen stalking school hallways and lurking around preschool classroom doors. Wolves, by definition, are those concerned types who want to know what children are *doing* all day (read: doing to get ready for kindergarten). They desire to know the rationale for flubber, the developmentally appropriateness of ooblick, the reason for the hokey pokey, the goal of splatter painting, the objective of swinging on your tummy and seem to search incessantly for an overall justification of the importance of what we might call “play.”

You might find wolves disguised as parents, administrators, colleagues, co-workers, principals or maybe even yourself. Wolves desire goals, objectives and activities that are aligned with standards, benchmarks and an assortment of desired results. Obvious links between classroom projects and established learning guidelines assists them in truly believing that we (educators) know what we are doing.

This can be a bit of a challenge for all parties. Teachers want to plan exciting activities for the children, parents want the clothes clean. Teachers are jazzed up about a new experiment and administration is worried about playdough in the carpet. Teachers feel frustrated when asked, “But what are they *learning*?!” and know in their hearts that there is more to be said than, “Kids learn through play.”

Where is the middle ground? I dream of a day when we say, “Today everyone played so hard!” And it is collectively understood that this means we counted rollie pollies, measured sand and water, wrote stories with inventive spelling, negotiated a turn on the bikes without hitting, mixed red and yellow for the fiftieth time and realized it still made orange, sat quietly while we watched the hummingbird sip the nectar from the feeder on the playground, sang songs, did fingerplays and balanced a table-high tower of corks and blocks.

Sometimes I worry that when we say “we played today,” many grown-ups have forgotten what this means. They have forgotten “play.” Remind them. “When we stack blocks we are learning about balance, gravity and patience, come let me show you the photograph of the tower Karen made today! She worked on it for a solid half hour!”

While reconnecting them with play you are also linking the “learning words” to the activities and projects you do in your classroom. Believe me – great will be the day when we no longer have to defend what we do – but for now, we do. So we must be armed with an arsenal of information!

While fighting the good fight and continuing to wage the uphill battle of having play valued for its own sake within our preschools, childcare centers and elementary schools, we must be able to articulate what is happening when children play.

We know that while children are engaged in meaningful experiences they are “getting ready for school.” Some folks can see that clearly, some need us to point it out. We must be able to work with both groups in a professional manner! We must continue to point out (for the millionth time) that when children spend time in hands-on, play based, educational environments that emphasize the importance of wonder, discovery and creativity (not the accumulation of a bunch o’ facts) that learning is happening all the time.

Even though many of us work in environments where there is a lot of pressure for children to be performing, gathering random bits of knowledge and hurrying up to be “ready” for the next expectation with no time left to appreciate the

here-and-now, I have found, amazingly enough, that sometimes all it takes is a few strategically placed phrases such as, “when we are squeezing playdough we are strengthening our hands and eventually, when our hands and fingers are strong enough, we are able to hold pencils,” or “when we make ooblick we are exploring the difference between solids and liquids” is all it takes to ease the worries and fears of parents that the children aren’t doing anything.

Sometimes a few exchanges such as these shows parents that you know what you are talking about. It reassures them that their child is in an engaging environment where play is being facilitated by caring adults who know their stuff. Your responsibility is to then facilitate and to know your stuff.

After a few conversations with parents where you are able to show and educate them as to the “learning words” that can be linked to the play activities you can often begin to deepen your relationship with them. Once this trust is established (they trust that you know what you are doing and that you can talk about what their child is experiencing and learning and you trust that they will listen when

you explain and talk about what is happening in the classroom) you can then take on the deeper issues of honoring childhood for it’s own sake, not just as training ground for all the things that might be coming next.

These words can be used to describe the activities you are doing in your classroom. Link them to the day’s events to show what the children were *doing*. I have found that wolves respond better when you use words like:

Absorption	Displaying
Action	Dissolve
Amplify	Distance
Arranging	Effect
Balance	Evaporation
Buoyant	Experimenting
Carbon Dioxide	Explaining
Cause	Exploring
Chemical reaction	Force
Classification	Friction
Coagulate	Gravity
Constancy	Hearing
Constructing	Heavy
Cooperation	Identifying
Density	Inertia
	Inflate

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NOW Keynote Speaker Steven Fulmer presents: Who is the Captain of Your Ship? Powerful Tools for Effective Leaders

Steven Fulmer is a Human Strategist and national speaker for fortune 500 companies, non-profits, associations and emerging leaders. He envisions a world of people who seek understanding, and who view alternative perspectives as opportunities for

discovery; a world where people are living true to their values with compassion and respect for themselves and each other. His focus will be on the importance of valuing differing perspectives among board leaders and teachers.

Why Preschool Shouldn't Be Like School

By Alison Gopnik

Ours is an age of pedagogy. Anxious parents instruct their children more and more, at younger and younger ages, until they’re reading books to babies in the womb. They pressure teachers to make kindergartens and nurseries more like schools. So does the law — the 2001 No Child Left Behind Act explicitly urged more direct instruction in federally funded preschools.

There are skeptics, of course, including some parents, many preschool teachers, and even a few policy-makers. Shouldn’t very young children be allowed to explore, inquire, play, and discover, they ask? Perhaps direct instruction can help children learn specific facts and skills, but what about curiosity and creativity — abilities that are even more important for learning in the long run? Two forthcoming studies in the journal *Cognition* — one from a lab at MIT and one from my lab at UC-Berkeley — suggest that the doubters are on to something. While learning from a teacher may help children get to a specific answer more quickly, it also makes them less likely to discover new information about a problem and to create a new and unexpected solution.

What do we already know about how teaching affects learning? Not as much

New research shows that teaching kids more and more, at ever-younger ages, may backfire.

as we would like, unfortunately, because it is a very difficult thing to study. You might try to compare different kinds of schools. But the children and the teachers at a Marin County preschool that encourages exploration will be very different from the children and teachers in a direct instruction program in South Side Chicago.

And almost any new program with enthusiastic teachers will have good effects, at least to begin with, regardless of content. So comparisons are difficult. Besides, how do you measure learning, anyway? Almost by definition, directed teaching will make children do better on standardized tests, which the government uses to evaluate school performance. Curiosity and creativity are harder to measure.

Developmental scientists like me explore the basic science of learning by designing controlled experiments. We might start by saying: Suppose we gave a group of 4-year-olds exactly the same problems and only varied on whether we taught them directly or encouraged them to figure it out for themselves? Would they learn different things and develop different solutions? The two

new studies in *Cognition* are the first to systematically show that they would.

In the first study, MIT professor Laura Schulz, her graduate student Elizabeth Bonawitz, and their colleagues looked at how 4-year-olds learned about a new toy with four tubes. Each tube could do something interesting: If you pulled on one tube it squeaked, if you looked inside another tube you found a hidden mirror, and so on.

For one group of children, the experimenter said: “I just found this toy!” As she brought out the toy, she pulled the first tube, as if by accident, and it squeaked. She acted surprised (“Huh! Did you see that? Let me try to do that!”) and pulled the tube again to make it squeak a second time. With the other children, the experimenter acted more like a teacher. She said, “I’m going to show you how my toy works. Watch this!” and deliberately made the tube squeak. Then she left both groups of children alone to play with the toy.

All of the children pulled the first tube to make it squeak. The question was whether they would also learn about the other things the toy could do. The

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President's Corner

Building a strong bond with our children is one of the most important jobs we have as parents. A well attached child develops the ability to form relationships, be secure and resilient. How we bond with our children effects how their brain develops. A securely attached child develops optimal brain growth socially, emotionally and intellectually. An insecurely bonded child's brain growth is focused more on survival skills, rather than higher level thinking. It is critically important to strengthen your connection with your children, as this is the foundation for their future growth, health and well being.

To strengthen your bonds with your children, one of the most important things you can do is spend time with them. You are the most important people in their lives. Children look to you for affirmation, support and love. Let your kids know that you love them unconditionally by your words and actions. Let them know how special they are to you and accept them for who they are. Listening and supporting your child with face to face eye contact is crucial in

this process.

"Loving our children, playing with them, reading to them - it turns out that the simple pleasures we can share with our kids are building blocks of brain development." Caroline Knorr, a former editor for United Parenting Publications. Brain Development in Early Childhood, Parenthood.com, <http://www.life123.com/parenting/toddlers/toddler-development/brain-development-in-early-childhood.shtml>

Spending time with each child individually is a treat and is highly beneficial. One on one time with our children strengthens our connections to them, builds their self esteem and improves their behavior. Play with your children! Let them choose an activity and follow their lead. Mirror their happy words, expressions, body language and feelings back to them. Playing without correcting or leading can be a challenging and enlightening process for a parent. If you want ideas and support on how to interact in new ways you may find that observing your child's preschool teacher at work is a wonderful tool.

Cooperative preschools support parent's involvement in their children's lives, by integrating them into the preschool experience. Co-ops are run by parents for families. Seeing your child adapt to preschool and thrive is a rewarding experience. Children are learning every day through play and interactions

with other children. Observing how other parents play, including their body language, tones and words can also be valuable. Co-ops help build a supportive community for families. Getting involved in your child's school is an important role you can continue throughout your child's education.

If you appreciate your cooperative preschool and want to get involved supporting your school, consider joining your board. As you know, schools are run by volunteer boards, and every board needs dedicated and hard working volunteers.

If you are passionate about cooperative preschools and children learning through play, consider volunteering for PCPO. Our mission is to support co-op preschools. We welcome questions about volunteer positions that are available.

PCPO provides a New Officer Workshop for newly elected co-op board members. This year's workshop will be held on Tuesday, May 17th and will have an inspiring motivational speaker. The day will be filled with workshops sharing successful strategies for new officers. I strongly encourage new board members to participate in this exciting training opportunity.

Have a wonderful Spring playing with and connecting with your children!

Cooperatively,
Elise Eden

The Language of Wolves

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Investigating	Reaction
Large Motor	Reconstructing
Light	Rhythm
Listening	Risk Taking
Magnetic	Seeking
Magnification	Sight
Manipulating	Small Motor
Matching	Smell
Measurements	Spatial Representation
Membrane	Static Electricity
Naming	Surface Tension
Observing	Suspension
Opposites	Taste
Ordering	Temperature
Patterning	Tone
Problem Solving	Touch
Propulsion	Vibration
Questioning	Weight

It is my wish that this brief list assists you in connecting with them.

This article has been reprinted with permission from Lisa Murphy, Ooey Gooy, Inc. Rochester, NY. www.ooeygooy.com, (800) 477-7977

EDITORIAL MATERIAL & ADS FOR
THE SEPTEMBER ISSUE ARE DUE BY
August 20, 2011



Published four times a year by
**PARENT CHILD PRESCHOOLS
OF OREGON**
P.O. Box 230327 • Tigard OR 97281
503 / 293-6161 • pcpo@pcpo.info

Web page: <http://www.oregonpreschools.org>
Editor: Robin Bunster: teacherrobin@gmail.com
Advertising: 503/293-6161
Production: PC Desktop Design: 360/835-0106

The Connection is published in September, November, February and April. Submissions are welcome. Advertising rates are furnished on request.

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Thank you!

Our 2011 Early Childhood Education and Parenting Conference, **Building Lifelong Learners**, was a great success! Over a dozen member schools paid the group fee that allowed for an affordable opportunity for parents and teachers to spend the day learning together.

Preschool educators from area programs such as Mentor Graphics, Community Arts Preschool and a newly forming Portland community school attended. We were fortunate to have many wonderful speakers and vendors as well.

Parent focused workshops such as Positive Discipline and Sign Language Basics were well attended. Teacher focused sessions on Nurturing Young Writers, Creative Reuse and Observation Strategies were popular.

PCPO would like to thank the many volunteers, especially **Kathy Ems, Cath Clark** and **Christy Kline**, for their hard work in creating this wonderful event. We really appreciate your time and energy!

Would you like to be a part of next year's fun team? The annual conference is a great way to be involved with a bunch of dynamic people who share a passion for creative learning. We welcome you to join us! Please contact Robin Bunster at teacherrobin@gmail.com if you would like to serve on the conference committee or have an interest in joining the PCPO board.

On the High Seas with Oregon Children's Theatre April 30 - May 22



When you're a pirate, you don't have to eat vegetables or go to bed at all. You can talk rough, and sword fight, and say "Arrrgh!" any time you want. It's a perfect life ... except that there is no one to tuck you in at night, or give you kisses, or read stories to you. What's a pirate to do? Find out as you set sail on a musical adventure! Avast me hearties, only a bilge rat or scurvy dog would miss this peg-tapping show. **Best for all ages! Showtimes: Saturdays at 2pm and 5pm, Sundays at 2pm and 5pm.**

Based on the book by Melinda Long with illustrations by David Shannon. A musical by Alyn Cardarelli and Steve Goers. Originally produced in 2007 by Emerald City Theatre in Chicago, IL. Performed by arrangement with Houghton Mifflin Harcourt and The Sanda Dijkstra Literary Agency.

Simplicity Parenting Next Steps: Summer Group Leadership Course

by Michelle Marcyk,
PCPO alumni parent

When Kim John Payne visited Portland in February to present his lecture and workshop on *Simplicity Parenting*, I came to appreciate that he's in this for way more than just penning a bestseller and doing speaker's gigs. He is poised to move into the center of national & international discussions of childhood and parenting, and is helping to create a whole Simplicity Parenting movement — watch for his interview on NBC's Nightline program in April (air time TBA). His website (www.simplicityparenting.com) continues to reach many parents who are ready to consider the compelling reasons for simplification. This work helps us imagine and create a better-connected, more balanced family life and insures that our kids really do have plenty of those "deep play" experiences they need during childhood (which so often happen during "unscheduled time").

Kim Payne and his small, committed staff are working with us here in Portland to support the local, emerging Simplicity Parenting movement.

The next big step for us will be a Simplicity Parenting

Group Leadership Training Course this summer, led by Kim's colleague Davina Muse. Less than therapy, but more intentional than an informal book group, a Simplicity Parenting Group offers a series of structured meetings overseen by a Trained SP Leader.

This work is designed for groups of parents who've committed to use the Simplicity ideas in their home lives, to make space for changes that strengthen their families. Almost all of us struggle with Too Much in one way or another, and see its effects in our lives. Many early childhood programs and schools will find these formally-led groups helpful to their class families.

If you would like more information about the Group Leadership course, to be held at the Portland Waldorf School on July 29-31, please contact Davina Muse, Parent Education Coordinator of Kim Payne's Center for Social Sustainability: davina@socialsustain.com. **Early bird registration will end on May 31st.**

Registration questions may be directed to: Christine Wolf, who is our local site coordinator: sweetc@mac.com. ALSO: Watch for news of local Simplicity Parenting groups starting up in the months ahead!

Spotlight on ...

Hawthorne Family Playschool Rain Shelter

Suzanne Fortescue
Board Secretary and PCPO rep
Hawthorne Family Playschool

My son Arthur always lies belly down in the bath tub, head toward the drain, watching as the water drains out, until the very last drop is gone. He likes to ponder the water's journey after it leaves his bath. We go over how the water travels from the tub down the drain, through the pipes, through a larger tunnel, where it eventually ends up in the Willamette River. Sometimes the water might even make it all the way to the Pacific Ocean.

We talk about how the rain comes from the clouds in the sky and lands on the mountain and earth, travels down creeks and ravines into a reservoir, that in turn, feeds into the pipes, where it travels for miles before arriving at our house. When we walk around the reservoir on Mt. Tabor or take walks in the rain, he wants to know how the sewers work, what the manholes covers are, where the rain goes.

It really is a lot of water management for a three year old to grasp.

With the Tabor to the River sewer project currently going on in our neighborhood, this fascination has gained momentum. Huge front loaders, cement mixers, big signs, orange cones, yellow clad workers are everywhere: digging, trenching, moving earth, pounding pavement, pulling out enormous rusty pipes that have been in the ground for a hundred years. New pipes are being put in the ground, new sidewalks and curb extensions are being constructed. All of this is part of a massive undertaking by the City of Portland to make sewer, storm water and watershed improvements in the Brooklyn Creek Basin over the next ten years; to stop sewer backups, manage storm water and restore watershed health; the goal being clean rivers, healthy watersheds and a livable, sustainable community.

Arthur's playschool teacher, Susan Eisman, loves to foster awareness of activity around the neighborhood and throughout the seasons. Susan has been working for years at Hawthorne Family Playschool, to create a thriving woodland play area alongside the church where the school is, where native trees, plants, birds, squirrels, ladybugs and other creatures will thrive. When the curbside construction began outside the church, she led the class outside to show them the big ditches where the workers were digging and sculpting new curbs. Metal toy trucks, shovels and construction hats have been ample in the adjacent play yard with lots of kids in raincoats busily digging, piling and transporting sand in our large sand pit. An educator from the city has even visited HFP's classroom twice to discuss the project with the kids.

The Colonial Heights Presbyterian Church where HFP is housed, has used the city's vision and resources to full advantage. Pastor Linda (Rev. Linda Stewart-Kalin), applied for a grant to construct a rain garden alongside the church. New downspouts drain into cement bowls, that ultimately cascade into the sloped, carefully constructed, environmentally correct, landscaped garden. HFP in turn, was able to move forward with a long anticipated Rain Shelter for the play yard. All in all, the church's surrounds demonstrate a community that has embraced the "Green Street" concept. Not only does it look really nice, but it feels fresh, hopeful and smart.

The completion of the Rain Shelter for HFP's play yard was a big deal. It stands prominently on the Colonial Heights Presbyterian Church's West Side,



and provides not only a much needed shelter, but is a proud reminder of HFP's longstanding outdoor vision; a vision that supports the importance of children's outdoor play time, while always looking toward a greener, more sustainable future. It was completed in January and has offered a freedom to our children, parents, and teacher; freedom from the elements and greater opportunity for an outdoor experience.

The Rain Shelter was carefully researched, planned, drafted, and discussed by community and church members. Susan Eisman, HFP teacher and Chris Landis, the Owner/Contractor of Landis Construction (and parent member of HFP), met with the Church Board last spring; they submitted plans and answered questions regarding placement, dimensions, and design details. The goal was to have the Rain shelter suit the needs of HFP, while lending itself to the outdoor vision for the church.

Chris and his crew completed the project over a two week period. They dug holes, set the four main posts into concrete, and built the structure, using pressure treated Doug Fir. Beams were placed across the posts, joists were set on top of the beams that look like rafters, and then a PVC corrugated roofing material made by Parluf was used to create the roof. The rain gutter and drainage pipe, elegantly channel rain away from the sand pit onto a pebbled drainage path. The entire structure is built to code, ensuring safety from heavy snow and ice.

My drive by love affair with the play yard had started way before this great addition, and two years before my children were ready to enter preschool. The play yard contained a spider web rope and wood climbing structure, a reeded teepee, multilevel log croppings, hay bales and wine barrels full of wooden blocks, quality toys and tools. All this, set under a canopy of trees, often filled with running children and clusters of parents. This was no ordinary play yard with a standard primary colored jungle gym construct. Some thought and planning had taken place.

Recently I was at a local community center's playground with my kids where there was a nice, but rather ordinary play structure, well used by children. I

noticed several kids trying to gather pine needles and branches from the play yard to make a "fire." They were having a hard time finding leaves, pine needles and other scraps from the recently raked play yard. In fact, my daughter had me lift her over the fence twice to gather up fallen pine branches to place on the fire. Teacher Susan Eisman had the fence at HFP's play yard extended beyond the trees to allow access. She even brings pinecones to the yard collected during hikes for the children to gather and utilizes fallen evergreen branches after a storm for decoration and shelter against wind and rain.

The careful, strategic planning of a dedicated teacher with deep rooted values about the earth, and its importance in our lives, and persistent, thought out plans with both short and long term goals is ever present. The visible efforts on the part of local community members at school and around the neighborhood and city, feels hopeful in a political and economic climate where it is easy to feel discouraged. Our children are gaining exposure to these innovations that foster healthy approaches to land and resource management at an early age. It feels good to have local resources being invested in a future that values our planet and the "future stewards of the earth."

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Youngset is Accredited!

By Lynn Peterson

Youngset Preschool has earned accreditation from the National Association for the Education of Young Children (NAEYC).

We're proud to have earned the mark of quality from NAEYC, and to be recognized for our commitment to promoting high professional standards required for accreditation.

Celebrating 25 years, the NAEYC is the nation's leading organization of early childhood professionals. The NAEYC accreditation system has set voluntary professional standards for programs for young children since 1985. As of September 2006, the Association's revised program standards and criteria have introduced a new level of quality, accountability, and service for parents and children in child care programs. The new standards reflect the latest research and best practices in early childhood education and development. The NAEYC is committed to utilizing the newest studies and analysis on positive child outcomes to ensure young children continue receiving the highest quality care and education possible.

To earn NAEYC Accreditation, Youngset underwent an extensive self-study process, measuring its program and services against the ten NAEYC Early Childhood Program Standards and more than 400 related Accreditation Criteria. These standards include factors in areas such as teaching, curriculum, ongoing assessments, and management. This process took two years and involved children, parents and teachers. The amount of paperwork and documentation looked overwhelming at the beginning. Marty Peterson, from Multnomah Playschool (another ac-



credited PCPO member), gave invaluable guidance and offered suggestions on Program and Classroom Portfolios. Youngset received NAEYC accreditation after an on-site visit by an NAEYC assessor to ensure the accuracy of the self-study and also that the program met each of the ten NAEYC program standards. NAEYC-accredited programs are also subject to unannounced visits during their accreditation, which lasts for five years.

At the end of five years Youngset will have to go through the self-study and review process again to ensure that the program has kept pace with the latest research and best practices in early childhood education and development. Accreditation thus provides a measure of where we have been and how we have developed, but also establishes goals to guide our future as we incorporate new ideas and practices—all for the sole purpose of ensuring our children receive the best care and education possible.

Why Preschool Shouldn't Be Like School

(Continued from Page 1)

children from the first group played with the toy longer and discovered more of its "hidden" features than those in the second group. In other words, direct instruction made the children less curious and less likely to discover new information.

Does direct teaching also make children less likely to draw new conclusions — or, put another way, does it make them less creative? To answer this question, Daphna Buchsbaum, Tom Griffiths, Patrick Shafto, and I gave another group of 4-year-old children a new toy. This time, though, we demonstrated sequences of three actions on the toy, some of which caused the toy to play music, some of which did not. For example, Daphna might start by squishing the toy, then pressing a pad on its top, then pulling a ring on its side, at which point the toy would play music. Then she might try a different series of three actions, and it would play music again. Not every sequence she demonstrated worked, however: Only the ones that ended with the same two actions made the music play. After showing the children five successful sequences interspersed with four unsuccessful ones, she gave them the toy and told them to "make it go."

Daphna ran through the same nine sequences with all the children, but with one group, she acted as if she were clueless about the toy. ("Wow, look at this toy. I wonder how it works? Let's try this," she said.) With the other group, she acted like a teacher. ("Here's how my toy works.")

When she acted clueless, many of the children figured out the most intelligent way of getting the toy to play music (performing just the two key actions, something Daphna had not demonstrated). But when Daphna acted like a teacher, the children imitated her exactly, rather than discovering the more intelligent and more novel two-action solution.

As so often happens in science, two studies from different labs, using different techniques, have simultaneously produced strikingly similar results. They provide scientific support for the intuitions many teachers have had all along: Direct instruction really can limit young children's learning. Teaching is a very effective way to get children to learn something specific—this tube squeaks, say, or a squish then a press then a pull causes the music to play. But it also makes children less likely to discover unexpected information and to draw unexpected conclusions.

Why might children behave this way? Adults often assume that most learning is the result of teaching and that exploratory, spontaneous learning is unusual. But actually, spontaneous learning is more fundamental. It's this kind of learning, in fact, that allows kids to learn from teachers in the first place. Patrick Shafto, a machine-learning specialist at the University of Louisville and a co-author of both these studies; Noah Goodman at Stanford; and their colleagues have explored how we could design computers that learn about the world as effectively as young children do. It's this work that inspired these experiments.

These experts in machine learning argue that learning from teachers first requires you to learn *about* teachers. For example, if you know how teachers work, you tend to assume that they are trying to be informative. When the teacher in the tube-toy experiment doesn't go looking for hidden features inside the tubes, the learner unconsciously thinks: "She's a teacher. If there were something interesting in there, she would have showed it to me." These assumptions lead children to narrow in, and to consider just the specific information a teacher provides. Without a teacher present, children look for a much wider range of information and consider a greater range of options.

Knowing what to expect from a teacher is a really good thing, of course: It lets you get the right answers more quickly than you would otherwise. Indeed, these studies show that 4-year-olds understand how teaching works and can learn from teachers. But there is an intrinsic trade-off between that kind of learning and the more wide-ranging learning that is so natural for young children. Knowing this, it's more important than ever to give children's remarkable, spontaneous learning abilities free rein. That means a rich, stable, and safe world, with affectionate and supportive grown-ups, and lots of opportunities for exploration and play. Not school for babies.

Alison Gopnik is professor of psychology at the University of California-Berkeley and the author of *The Philosophical Baby*.
Article URL: <http://www.slate.com/id/2288402/>

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New Officers' Workshop

Presented by PCPO

Tuesday, May 17th, 2011

Workshops held at the UA Local 290 Training Center
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All co-op board members please join us!

- Learn about your jobs
- Learn how your board can work together effectively
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- Network with those in your position at other schools

SCHEDULE - Tuesday, May 17, 2011 - NEW OFFICERS' WORKSHOP

9:00 - 9:20	Registration, coffee, tea, snacks, resource files available
9:20 - 10:00	Welcome and Keynote Address presented by Steven Fulmer
9:30 - 12:30	Treasurers' AM Workshop (recordkeeping, payroll, taxes...)
10:15 - 12:30	Presidents' AM Workshop
10:15 - 12:00	Workshops for Membership/Communications, Fundraising & Secretaries
12:00 - 12:30	Parent Scheduling Database Workshop (Optional Lunchtime Workshop – Open to All)
12:00 - 1:00	Lunch (Presidents & Treasurers start lunch at 12:30)
1:00 - 2:30	Treasurers' PM workshop (insurance, working with PCPO...)
1:00 - 2:30	Presidents' PM workshop
1:00 - 2:30	Teachers' Workshop
1:00 - 2:30	Parent Education Participation Workshop (Open to All)

For more information, ask past board members who have attended or call or email PCPO at 503-293-6161, pcpo@pcpo.info.

All attendees are welcome to attend any session.

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