

Improve Teachers' Curriculum Leadership Based on Observation——Taking the Small Class Life Course "Toilet Secrets" as an Example

Yan Geng, Wei Wang

Zhenjiang City government Central Kindergarten, Zhenjiang 212000, China.

Abstract: China's famous educator Mr. Tao Xingzhi once said that "education is the first, observation first", only scientific and effective observation can change the teachers' narrow understanding of kindergarten curriculum. From the observation record to the derived "Little Secrets in the Toilet" garden-based course, the original is just an ordinary life segment, become warm, have curriculum awareness. With an observational perspective, the teachers capture the interests and needs of the children in their lives, understand their experience levels, and provide valuable learning growth points. At the same time, in the activity, teachers reflect on their own educational content, organization mode and environment creation, and make dynamic adjustment and transformation, which promotes the development of children and improves teachers' leadership in the curriculum.

Keywords: Kindergarten Curriculum; Observation; Teacher Curriculum Leadership

1. Preface

"Observation" as one of the first round of Jiangsu Province curriculum gamification six support, its importance is self-evident. Mr. Tao Xingzhi, a famous educator in China, once said that "education is the foundation and observation is the first". Only scientific and effective observation can change teachers' narrow understanding of kindergarten curriculum. In the observation, recording and evaluation of children, the role of teachers has gradually changed from designers and organizers to observers and recorders. Observation and record are the most important judgment basis for understanding children's behavior. Through observation, the organization form of activities can be constantly improved to support children's development to a higher level.

2. Cases and reflections

As a teacher, how to timely use observation to constantly adjust and follow up, so as to promote children's independent learning and growth? How can we improve our curriculum leadership based on observation and evaluation? Here, I would like to share some thoughts from my observation to the generation of this course "Toilet Secrets" :

Case review: When organizing a small class of new kindergarten children to go to the toilet, teacher Wang accidentally found that the girls in the class Qiqi and Coco pulled the toilet paper behavior. (random observation record 1) Qi Qi will not pull, pull out how much do not know, cocoa strength, all of a sudden pulled out a lot, and very "skilled" in the hand around a few circles, pull out the paper is not much also did not care, two children did not pay attention to the rest of the paper roll tube was pulled to the ground.

This casual observation made Teacher Wang pay more attention to the behavior of children using paper in the toilet. Through a period of fixed observation, it was found that the roll of paper in the toilet was pulled by children very messy, sometimes dragged to the ground, and the children had no concept of the amount of paper used for urinating and defecating in the toilet. Every time after going to the toilet, the nurse aunt had to rearrange the roll of paper for half a day, and sometimes had to tear off the roll of paper that had been torn and dipped into the ground, which was a waste of a lot. (Fixed point observation Record 2)

Thinking 1: In our daily ordinary life, it is often the day after day ordinary life can not be ordinary. There are many times when a child's behavior is very ordinary in the eyes of adults, and we don't find what we consider to be a "wonderful" moment. For example, we often see a child in the art area constantly pushing the colored clay into the small star mold, compacting, pouring, mumbling in his mouth; In the construction area, children constantly play with building blocks and various small boxes, repeating the process of pushing, rebuilding, pushing and rebuilding; Children go in and out of the bathroom. Where are the "highlight" moments when the smallest everyday actions make us feel worthless?

In fact, the record of daily observation is not to open our eyes to the so-called "dazzling" things, not to let us "wait" for the so-called truly valuable, meaningful moment to come. The purpose of teachers' daily "observation wall" is to ask, "What do I see? What are the children doing?" , use descriptive vocabulary to record, use the most objective expression to reproduce the scene, to capture, judge, identify, and collect the clues of children's development, which is the most core skills of preschool teachers. In this case, the teacher, based on observation, found that there were individual differences between the newly admitted children in the process of "going to the toilet". Then, the teacher observed their behaviors in a purposeful and planned way, so as to provide judgment for understanding the children's existing "going to the toilet" experience. Next, the teachers discussed and analyzed children's existing "potty" behavior. What is the value of such a situation for children's learning and development, and what lessons can they learn from it? To continue with the case "A Little Secret in the Toilet" :

Case review: In the discussion, teachers believe that children can get the following experience:

1. Daily life is the whole experience of children in a day in kindergarten, the process of children's life enrichment and display, and the process of "individuals in participation, experience and creation, using the environment to renew themselves". Integrating education into daily life is the rule of early childhood education and the principle that scientific early childhood education must follow. (Although most of us agree, for many people, such cases are too common)

2. It is proposed in the "Regulations" that "all aspects of education should be reasonably organized comprehensively and infiltrated into the activities of children's daily life, so as to give full play to the interaction of various educational means". "Create a good environment suitable for education and provide children with opportunities and conditions for activities and performance." "Kindergarten daily life organization should proceed from reality, establish necessary and reasonable routine, adhere to the principle of consistency, consistency and flexibility, and cultivate children's good habits and initial self-care ability."

3. Mathematics in life: From the process of children pulling paper, it can be found that some children have observed the dotted line division on the roll of paper, and the number will be unconsciously counted in the process of winding by hand.

4. Action development: Some children in the process of pulling paper, will use both hands to roll and wind each other up, some children will fold upward according to the dotted line, some children are twisting twist.

5. Social development: Some kids see too much pulling and say, "You're pulling too much. It's a waste of paper." "My mother said to tear the paper from the line (the dotted line) so it wouldn't break."

Thinking 2: Based on the meaning analysis or value judgment of the "situation" seen, the teacher needs to make further action decisions: "Do I intervene?" Not every situation requires intervention or "guidance" from teachers. However, not all teachers wait and see and let the child explore the problem. Most of the time, we know that "a day in life is a lesson". Life here is not only about children's play and study, but also their eating, sleeping and sleeping. But we always pay attention to their games and learning, racking our brains to find their "wonderful moments", it seems that if we do not dig out wonderful stories in these links, our professionalism will be questioned, and those little things will be left to the care of the nurse or mother. In fact, in kindergartens, those children who can go to the toilet by themselves, wait in line to drink water, use public articles of daily use, tidy up their clothes independently to play games, and wash their hands without wetting their clothes, their "life skills" or "life knowledge" will not only give them convenience in life, but also make them more positive self-awareness and personal achievement. More stable mood and self-confidence, more mobile and adaptive ability. These good habits and ways of thinking will provide favorable conditions for them to form a sound personality, and also become an important part of their learning quality. With this judgment of action, the teacher returned to the class and took advantage of the talking time to chat with the child.

Case review:

Back to the class, Mr. Wang on the matter just discussed --

Teacher: "Just now, why did the roll of paper drag to the ground?"

Chen Zitong: "I just pulled the strength is too much, roll out a lot of paper, dragged to the ground."

Teacher: "Then, if the children need to roll paper, what should they do to avoid such problems?"

Ji Shuran: "I know, gently pull down."

Chen Yunjin: "Be careful and pull slowly."

Teacher: "What's wrong with rolling paper and dragging it to the floor?"

Tang Shiyang: "What a waste."

Zhang Jiayan: "Drag the paper to the ground will become dirty, there is dust on the ground."

Weil: "There are germs on the floor. Wiping your butt with dirty paper gives you a stomachache."

Teacher: "Do you use the same amount of paper for defecating and urinating?" ...

Thinking three: if we find that children do encounter problems in life, game activities, and these problems do need the guidance or help of teachers, we can take appropriate ways and methods at the appropriate time to intervene. This is the purpose of observation. Teachers need to actively find and understand the details of children's thinking in children's daily behaviors, find the password to interpret children, and find the basis for supporting, helping and guiding children's learning and development.

3. Class activity plan and implementation

Next, the teacher discussed how to follow up and support. The cognition of the children who just entered the kindergarten about "going to the toilet" remained in the consciousness of adult companionship and help. How to let the children explore, discover and learn by themselves? The teacher began to generate the class book activity. Taking "A Little Secret in the Toilet" as an example, the teachers designed and implemented the following activity plan:

3.1 Touch, play, know the roll of paper

The next day, the teacher prepared a roll of paper. The children touched and played with it and made some small discoveries.

Ji Shulan: "The paper roll is round and can be rolled on the table."

Kao Shengjie: "My roll has a tube in it, Coco's roll doesn't."

Liu Zhenrui: "The roll of paper feels soft."

Teacher: "Why should the paper be soft?"

Chen Zitong: "I know, teacher, wipe buttocks can not use hard paper, otherwise the buttocks will hurt."

The children dropped a few drops of water on the clay board, and wiped the water on the clay board with one section of paper, one section of paper folded in half, two sections of paper, two sections of paper folded in half, and two sections of paper folded in half, respectively. They found that a section of paper folded in half wiped the water, and the water was completely printed on the hands; a section of paper folded in half wiped the water, and the water was not printed on the hands. The children concluded that it was appropriate to drag two sections of paper, fold them in half twice and wipe their buttocks without getting their hands dirty or wasting paper.

3.2 Fold, tear, learn to tear roll paper

Zhang Zisho: "Teacher, there are sections on the roll of paper. Come and have a look."

Teacher: "Do you know what this section is for?"

Wu Kexiao: "I know, is to tear the paper from this place."

The children practiced tearing rolls of paper. Most children can tear a piece of paper in one piece.

Teacher: "How can I tear the paper without tearing it?"

Ma Yiming: "Slowly tear along that line."

Teacher: "Then, girls urinate, tear a few sections of paper is more appropriate?"

"One section", "two sections", "I think three sections"... The children were chattering and gesturing with their hands.

In order to know how appropriate it is for girls to wipe their buttocks with a few pieces of paper after urinating, the teacher

organized children into groups to do a small experiment.

The teacher also prepared some paper tearing materials for the children in the art area. The children had a lot of fun. In order to let the children remember these, teachers and children together also made up a rhyme: "need to roll paper gently pull, find two sections gently pull, fold in half and then fold in half, save paper I am the best!" The children practiced tearing the paper and folding it in half while reading the rhymes. They did very well. "It's fun to tear paper," said Chen Zitong as he tore it.

3.3 Measure, compare, guide to save paper

Hanging roll paper in the pull need half squat to see very clearly, how to save time, quickly know the roll paper pull to which position is OK? The children thought for a long time did not want to come out, at this time, a child proposed: can we let the elder brother and sister to help us think of a way?

So invited a few next door big five class brothers and sisters to help think of a good way.

Brother: "I thought we could pull out two sections of the roll and put a little decal on the wall to mark it. Or you can draw a picture of a little friend on the wall with his finger pointing at the roll of paper, telling people that you can stop where you point."

Sister 2: "Hey, you see there is a hole under this paper drum, I think you can tie a rope, that is, tie a rope, and then tell you to pull the paper to this place can stop, do you think this method is good?" The children on the sidelines clapped in agreement.

Brothers and sisters to help think of so many good ways, which method is good? The children took a vote.

Finally, choose the way to tie the rope.

Thinking 4: At this stage of the case, the problems appeared in the previous observation seemed to be solved. With the support of the teacher, the children improved their "potty" ability in practice, discussion and practice. However, the teacher also needs to reflect on the process after observation and intervention, including "Did my actions work? Is it appropriate?" "How can it be improved?" "Are the materials provided appropriate?" "Is there something wrong with the environment I created?" Teachers still use the perspective of observation to conduct behavior evaluation. In their observations, the teachers found that the children in the bathroom talked about a variety of things: "Why poop is different?" "Why are there so many holes in the toilet, and where does the poop go?" "What if you can't wipe your butt?" "Where does the water come from?" And so on, small and large class teachers immediately followed up on the concerns of the children and made plans from the perspective of the curriculum.

4. Conclusion

From a short observation record to the derived "Little Secrets in the Toilet" kindergarten-based course, the original is just an ordinary fragment of life, become warm, curriculum awareness. Teachers use the perspective of observation to capture the interests and needs of children in life, understand their level of experience, and provide valuable learning growth points. At the same time, in the activity, the teachers reflected on their own educational content, organizational mode and environment creation, and made dynamic adjustment and transformation, which promoted the development of children, but also improved the teachers' leadership of the curriculum, so that the teachers realized that the observation of temperature should not only be studied from the perspective of technology, but should be considered from the perspective of education and curriculum.

References

- [1] Liu Y. Observation: The discovery of complete and unique children [N] China Teachers' Journal,2015-07-22 (8).
- [2] Ye XH. Break through the bottleneck of improving kindergarten teachers' Observation Ability [J]. Preschool Education,2018(10):19-23.
- [3] Ye XH. Toward Visual Integration -- Thinking and Exploration on the Cultivation of Preschool Teachers' Observation Ability [J]. Preschool Education,2017(06):43-46.
- [4] Yu YP. Space and Possibility of expanding Kindergarten Curriculum [J]. Education Guide (the Second half of the month),2021(05):5-8.
- [5] Ji RR. Practice and thinking on the cultivation of children's observation ability in planting activities [J]. Child and Health,2022(01):32-33.
- [6] Zhou Z. Research on Early Childhood Education Reform under the Background of Curriculum Gamification [J]. Navigation

of Arts and Sciences (Middle), 2022(08): 82-84.

[7] Qian MJ. Gamification of Curriculum: Playing the March of Kindergarten Reform -- The Way of gamification of Curriculum Practice [J]. Happy Family, 2021(19): 121- 122.