

## *Teacher! Watch Me Razz-ma-Tazz*



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### **Understanding Child Development-Whole Child**

- Growth and development occurs unevenly-yet concurrently in the physical/motor, psychological, cognitive and language domain.
- All growth and development is interrelated and interdependent.

### **Brain Growth & Neurological Development**

- Windows of opportunity.
- Massive interconnection or 'wiring' process.
- The brain's neurological development depends on experiences during development.

### **Physical/Motor Development**

- Physical/motor development reveals overall health.
- Healthy children perform well.
- Young children usually develop gross motor skills prior to fine motor.
- Children may have less opportunity for play currently.

### **Language Development**

- Utilization of vocabulary, word meanings and acquisition language.
- Delay in acquisition of language may signal sensory and neurological impairment.
- Language development typically follows fairly predictable patterns.
- Language is an emergent social interactive process.

### **Cognitive Development**

Education and learning begins long before school.

### *Piaget*

- Heredity and environment influences cognitive development.
- Assimilation & accommodation.
- Systematic observation.

### *Vygotsky*

- Sociocultural perspective
- Social conditions
- Language critical to cognitive development



### *Howard Gardner*

- Multiple Intelligences Theory
- Human beings have several or all of 8+ intelligences
- Authentic assessment

## **Differences in Learning Styles**

- Learning styles behaviors include individualistic responses to sound, light, temperature, design, perception, intake, mobility needs and persistence.
- Motivation, responsibility and need for structure.
- 2/3 of elementary children prefer learning late morning/early afternoon.

## **Research on Creativity**

- In the past, researchers and practitioners defined giftedness as superior intellectual ability, usually measured by academic aptitude tests.
- However, Renzulli found (1978) that a review of creative adults did not support this singular theory.
- His research indicated adult creative productivity is more closely associated with three clusters: above average ability, a high degree of task commitment and ability to develop creative solutions.

## ***Creative thinking***

- Involves declarative and procedural knowledge.
- Operates in the lives of all people.
- Although genetics may create high levels of talent, it can also be learned.
- Parents and teachers can help children learn creative thinking.

## Where do we begin??

### Basic Needs

- There are inborn basic needs with every individual for safety, comfort, positive relations, etc.
- Maslow, Glasser and Charles all concluded that “lower needs” such as survival must be satisfied before “higher-order” needs such as creativity become activated.

### Needs

- *Security*- Feeling safe without worry
- *Association*- Being with and interacting with others
- *Belonging*- Feeling a part of things, being valued, having a place in the class
- *Dignity*- Feeling respected and worthwhile
- *Hope*- Feeling that school is worthwhile and success if possible
- *Power*- Having some control over and input into events in the class
- *Enjoyment*- Participating in activities that are interesting, pleasurable, or rewarding
- *Competence*- Being able to do many things well, including the expected schoolwork

### Above-Average Ability

*Teaching core standards to all children.*

### Task Commitment

*Setting up a classroom to encourage commitments to the tasks.*

### Authentic Learning Centers

- Allow children to manipulate, explore, discover & build.
- Allow children to make decisions about content and timing.
- Have elements that are choice and not assigned.
- Allow children to take control of learning. (NAEYC 2009)
- Have clear rules/guidelines.
- Contain manipulation (play).
- Be driven by developmental guidelines.
- Provide discovery of materials and uses.

- Provide assessment/tracking opportunities.
- Teach citizenship.

## Creativity

### #1 Assessing Strengths, etc.

- The Total Talent Portfolio (assessments) to determine strengths and interests.
- Informal information about experiences, hobbies, goals, etc.
  - Helps teachers identify topics that address core objects.
  - Helps teachers offer alternative resources.
  - Helps teachers plan.

### #2 Modify/Differentiate Curriculum

- Adjusts levels of required learning so that all are challenged.
- Increase the number of in-depth learning experiences.
- Introduces various types of enrichment into regular curriculum.

### #3 Enrichment Learning and Teaching

- Each learner is unique (abilities, interests & learning styles).
- Learning more effective with student enjoyment.
- Learning more meaningful and impressionable when learned within real and present problems (real life).

